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ABSTRACT

This guide provides a reference to educators interested in helping students make the link between school programs and career opportunities after high school. Presented in two parts, it focuses on ways of infusing career education into the high-school curriculum. This approach reduces the gap between career education (usually relegated to guidance counselors and other specialists) and education. The guide operates on three principles: (1) career development issues are significant to secondary school students; (2) teachers exert considerable influence over students' career development; and (3) resources for guidance and counseling services may dwindle, curtailing the career development help students need. The most important motive for the guide, however, is to show students that their education and their career development are inextricably linked. By the end of the book, it is hoped that teachers will have acquired some strategies and tools that can be comfortably and effectively implemented within the classroom without increasing the workload. The facilitator's guide offers a daily schedule and suggestions so that teachers can bring this approach to life through examples, activities, discussions and practice sessions. (RJM)

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The primary intended audience for this document is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

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Everyday Career Development

Concepts and Practices — A Guidebook for Secondary School Educators

Participant Guide

July 1994

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Foreword

The purpose of this guide is to provide a reference to Alberta educators interested in helping students make the link between school programs and career opportunities after high school. In fact, *Everyday Career Development* could have been titled "Preparing Today's Students for Tomorrow's Career Opportunities" or "Aligning Career Exploration and Post-secondary Aspirations." This guide is intended for use by secondary school educators—including teachers, counsellors and administrators. It focuses on ways of infusing career education into the senior high school curriculum. The information and experiences gained by educators in career education can be shared with students and will assist them in making more informed and realistic choices regarding course selections and post-high-school activities.

This reference is intended to be used as a resource in a series of professional development courses which will be offered by trained individuals in various regions of Alberta. This guide was developed for Alberta Education by the Centre for Career Development Innovation of Concordia College. It will provide the framework for a course which will represent the Alberta component of a professional development program coordinated by the Canadian Guidance and Counselling Foundation (CGCF).

Beginning in 1994, a series of professional development courses will be available to Alberta educators. This professional development initiative stems from the CAMCRY project. CAMCRY, an acronym for Creation And Mobilization of Counselling Resources for Youth, was a 15 million dollar research and program development project coordinated by CGCF. It involved a partnership arrangement between the foundation, Human Resources Development Canada (formerly Employment and Immigration Canada) and 18 Canadian colleges and universities. CAMCRY was an attempt to improve career education and career counselling for young people. A variety of innovative programs, books, resources and training techniques were developed.

The CAMCRY programs were directed toward at-risk youth, including those with learning disabilities and physical disabilities, street kids, young offenders, and dropouts, as well as young women and mainstream students. The inservice courses for educators represent the implementation component of the CAMCRY programs for youth. Courses available for 1994 include:

- Constructivist Career Counselling
- Group Career Education
- Career Education for Special Populations
  - Pathways: a program for students with learning disabilities
  - CareerWorld: a gender equity program for boys and girls
  - Career Equity for Youth: an anti-racist program
  - Work Skills Simulation: a classroom simulation for high school students
  - Skills Plus: a program for at-risk youth
- Understanding and Using Labour Market Information
- Everyday Career Development: A course for Alberta high school educators.

These courses will be coordinated by CGCF with the full support of the Alberta Teachers' Association and Alberta Education.

One of the principles guiding this professional development initiative is that inservice opportunities should be available to teachers and counsellors in their home locales, without having to travel to larger centres. Local facilitators will be trained to provide inservices to teachers and counsellors close to or in their home jurisdictions. Each teacher and counsellor who completes four courses will receive a certificate designating them as a "Career Education Specialist." All training requests and the tracking of completed courses, will be coordinated by the ATA professional development staff at Barnett House. The possibility of granting university credit for these courses is currently being explored.

It is the hope of Alberta Education that educators in Alberta, through participation in this professional development initiative, will be better informed and prepared to help students make important career decisions.

Garnet Millar, Ph.D.
Provincial Coordinator
Guidance and Counselling

Preface

The intent of this guide and the course for which it was written is to help Alberta secondary school teachers infuse career development into their day-to-day teaching activities. When successful, this approach reduces the gap between career education (usually relegated to guidance counsellors, work experience coordinators and career and life management teachers) and education. The motives for this goal are quite simple:

- career development issues are significant to secondary school students
- teachers are already exerting considerable influence over students' career development—they should do this consciously and competently
- resources for guidance and counselling services may dwindle and students may not get the career development help they need without teachers' support.

The most important motive, however, is to show students that their education and their career development are inextricably linked. Traditionally, career development issues have been dealt with as problems to be resolved with the help of a guidance counsellor, through the lock-step process of career planning. By the end of this book, we hope you agree that:

- career development is not a problem
- career development means much more than career planning
- good education is good career education and vice versa.

By the end of this book, we also hope that you will have acquired some strategies and tools that you can comfortably and effectively implement within your daily classroom activities without significantly adding to your workload. We have been careful to describe everyday career development activities that:

- require minimal preparation or classroom time
- enhance your teaching rather than detract from it

- depend more on simply being conscious of career development issues than on implementing an entirely new set of techniques.

Pick and choose the activities that are most consistent with your style and your curriculum areas.

This book will not make you a career development specialist, nor will the activities in this book serve to eliminate the role of the school counsellor or work experience coordinator. Rather, you will assist the career development practitioners in your school by implementing the strategies described in these pages. At the same time, you may make them busier than they currently are because you and your students will become far more aware of how they can help!

A word, then, for the career development practitioners in schools. This guide is written for the classroom teacher and may contain a great deal of information with which you are familiar. There are, however, a sufficient number of new ideas (or at least new ways of putting old ideas together) to make reading this guide worthwhile. You will be the person the classroom teacher relies upon after finishing this guide. You will be the person encouraging classroom teachers to implement the practices in this guide, and you will be dealing with the students whose specific career development concerns have come to the fore because teachers have implemented career-development strategies in the classroom. Please read on for these reasons, too, reflecting on ways to help teachers mobilize career development.

Introduction

A Lexicon Leads You into Learning

Introduction
A Lexicon Leads You into Learning

In this book, nine key terms are used: career, life-career, job, occupation, work, career building, career counselling, career development and work dynamic. Many of these terms are familiar, although their specified meanings and uses may be different from commonly assumed meanings.

Career means the sum of a person's work-related experiences over the course of a lifetime. Each person's career is molded by:

- individual needs
- the effects of the economy
- the individual's social milieu
- chance.

With this definition, everybody has a career because everyone has work-related experiences. For example, your students (regardless of grade) have careers because their school experiences are setting the stage for the kinds of work they will do. Notice that a person has only one career and that the person's career is always changing. For example, within a single career, someone may have been a student, a plumber, an engineering technologist, a mother and a semi-retired consultant. Refer to the box on the following page for the reasons behind this unconventional definition of career.

Life-career is a term sometimes used by theorists[1] to replace career. Life-career acknowledges that almost all of life's experiences are work-related.

Job refers to a specific set of duties performed for a specific employer. "Principal at New Age Senior High" is a job.

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[1] Donald Super and David Tiedemann are two prominent career-development theorists who have used this term.

Occupation refers to a cluster of related duties that can be performed at various locations for different employers. "Principal" is an occupation.

Work means systematic and goal-directed activities that result in outcomes valued by the person working or by society. Work can be paid or unpaid.

Career building refers to actively managing the many events that shape a career. This includes making conscious choices about course selections, financial matters, work experiences, volunteer experiences and the many other issues for which decisions and action are required. This is often called career planning, a term that implies the process of choosing goals and setting out methods to reach those goals. Career planning is certainly part of career building, but so much of career development is unplanned and serendipitous that a broader term is needed to describe what we are trying to help students to do: i.e., build their careers!

Convince Me #1
Why "Career?"

There is much more to work than just work. Choosing work, preparing for work, changing work and performing work effectively are developmental processes strongly influenced by childhood experiences (e.g., schooling), out-of-work experiences (e.g., hobbies, parenting) and social conditions (e.g., poverty, racism.) To deal effectively with helping people manage work, we need to help them manage all the concerns that surround work.

Career counselling is the formal process by which a person who understands career development assists another person (or persons—career counselling can be a group event) to manage his or her career. Many career counselling activities are not restricted to career counsellors; many people help other people manage their careers. We refer to this informal assistance as career coaching.

Career development is both a field of study and practice, and is the result of career building. The field of career development aims at understanding changes in people's careers and helping people to undergo desirable changes. As a process, career development includes all the growth and changes in an individual's career.

Work dynamic is a term we use to replace labour market. The labour market is where demand (employers) and supply (employees) work together in mutually beneficial relationships. Because the labour market is changing rapidly and is moving away from traditional employer-employee relationships, we use work dynamic as a more encompassing term. It includes traditional employer-employee relationships, but also includes employee-employee relationships (e.g., work sharing, self-managed teams), self-employment activities (e.g., consulting) and organization-supplier activities (e.g., quality management).

These nine key terms are central to understanding career development. We have included a real-life illustration of these terms in the **Show Me #1** box on the following page to bring these concepts to life.

Show Me #1:
Definitions in Context

Sam's parents were athletic and made sure he had lots of sports opportunities. Thanks to his mom, he went to swim classes as a mere baby. His dad, who had played shortstop for the Edmonton Trappers, taught him what to look for when they watched ball games on television. He and his cousins organized track events when the family got together almost every weekend during the summer.

Sam liked the action of sports, although he found the strategy of sports most interesting. He read a lot and he kept a notebook on batting averages, players' profiles and coaching comments. In high school, he found math fascinating and did well in English.

Sam's dad, although he loved sports, had found it difficult to make sports a stable living. He encouraged Sam to stay away from sports from a work perspective and pursue work that held greater security. Sam, who was disappointed by this recommendation, recognized the validity of the argument and enrolled in university to study statistics. A professor in Sam's mandatory writing course noticed Sam's fluency with the written word and talked with Sam about pursuing writing rather than statistics. Sam was flattered and this attention really made him think about what he wanted to do. He went to see a career counsellor who helped him understand that the choice between statistics and writing was not an "either/or" choice. The counsellor had Sam explore a number of work roles that combined these two activities. The counsellor also asked Sam to look for similar roles in the sports world, as it was obvious that Sam's heart was devoted to sports.

Sam is now a sports journalist working for a medium-sized outfit. His current goal is to have a syndicated column called "Back to the Future" where he can show readers how statistics, the cornerstone of baseball, can be used to predict the events of upcoming games.

Career:	every event described above that involved Sam; all of these are arguably work-related
Career building:	Sam's efforts to choose work, to take the courses he did, to see a counsellor, to work as a sports journalist and to have the goal of the syndicated column
Career counselling:	the activities of the career counsellor
Career development:	the changes that Sam experienced
Job:	Sam's position as a sports journalist for the medium-sized outfit
Occupation:	Sports journalist
Work:	Sam's activities as a sports journalist

Chapter 1

A New Career Development Paradigm

This chapter describes:

- Canada's transition to the information age
- key features of the new economy associated with the information age
- the workforce requirements of the information age
- the engines of the information age.

Chapter 1
A New Career Development Paradigm

The woman described the times as a "violent, tormented, bewildered, suffering and disintegrating age."[1] The people face rampant, uncontrollable disease, war and insurrections, crippling taxes, frequent robbery and bad government. They complain about social change, high prices, declining morals, terrible manners of the young and the stagnant economy. They long for a simpler time, traditional values and a return to common beliefs. They criticize their leaders for living in comfort while their citizens struggle to make ends meet—sometimes just to eat. They hate the rich for making their money on the backs of the poor, mock wasteful eccentricities and envy them their comforts.

No, the woman is not Oprah nor is the disease AIDS. The comments are not from kitchen table conversations, bar talk or street interviews. The woman is historian Barbara Tuckman, writing not about our own age of upheaval, but about chaotic 14th century Europe. Yet this description rings true for us now. Many Canadians are concerned about the present and terrified of the future. Why is this happening in a country that provides an excellent quality of life, has universal health care, is experiencing economic growth, has a healthy export rate and possesses a high per capita income?[2] Because Canada is experiencing an economic paradigm shift that has dramatic social, political, educational and workplace implications. Canadians have not been prepared conceptually or emotionally to deal with these changes.

The industrial era is giving way to the information age, just as the agricultural era gave way to the industrial era. Yet many Canadians, particularly on the prairies, are still adjusting to the latter transition. Canadians are used to having a good life based on the sale of natural resources (e.g., wheat, oil, trees, minerals), and it is emotionally difficult to conceive that a natural resource-based economy will no longer sustain us. And for those who are comfortable with an industrial economy (e.g., auto manufacturing), it is painful to watch plants close as trans-national companies move their operations to places that provide less expensive labour.

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[1] Tuckman, Barbara. *A Distant Mirror*, Page xiii.

[2] Cohen, Dian. *No Small Change: Succeeding in Canada's New Economy.*

In the words of Dian Cohen:

> As a community, we have eyes only for the old economy, not the new one. For all their imperfections, we loved the good old days. We knew what made us rich (wheat, trees, energy). We knew what to expect (expansion, growth, steadily improving standards of living). We shared a common vision of our society (our values were tied to material growth and the accumulation of wealth). But appealing as that old world was, it no longer exists. And unless we recognize the present era as a transition, not a dip in the old economy, we will be left with the empty shell.
>
> Let's lay it out up front: this recession isn't going to end. It isn't going to end because this isn't a recession.[3]

Canadians must come to grips with the new economy if they are to thrive. The information age is upon us and is forcing changes in all areas of life. And in many ways, Canadians are well-equipped to thrive in this new age. What we need are new perspectives, new tools and new methods for adapting our actions, thoughts and emotions to prosper as we move from the old to the new (and this is where career development comes in). Before we look at adapting to this change, let's look at some of the features of the new economy and some of their impacts on Canada:

1. **Globalization**. Markets expand when information is only seconds away. The telecommunications advances in the past four decades have brought us to the point where a Canadian company and a Japanese company can bid with equal speed and efficiency on a potential contract in France, without leaving their respective offices. The result is that Canadians are no longer competing with their nearest neighbours; they are competing with everyone. The good news is that globalization also results in Canada's ability to export

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[3] *Ibid.* Page 4.

anywhere in the world much more easily than in the past. And, because Canada has a solid telecommunications base, Canadians are capable of responding more quickly than many of their global competitors.

Information transmission is not the only reason for an increasingly global economy. The surprising dismantling of the Soviet Union has opened up a new market which was virtually untouchable in the past. The democratization of the eastern bloc countries has essentially increased the size of the globe in which Canada operates.

2. **Technology**. The increased ability to transfer information has resulted in the acceleration of technological developments. Scientists, engineers and technicians now have almost immediate access to information for which they used to wait weeks, months or years. This has accelerated new developments considerably. Computers allow these individuals to process information (e.g., research data) literally millions of times faster than even 20 years ago, meaning that they can develop new technologies with even greater speed.

3. **Demographics**. In Canada, the new economy is influenced by an aging population that may put enormous pressure on social services upon retirement. Currently, individuals over the age of 65 comprise 10% of the population. By 2011, they are expected to comprise 16% of the population and by 2036, 25% of the population. People are having fewer children, and the youth population will be insufficient to replace older work-leavers. For example, in 1960 each family had four children on average. In 1990, there was an average of just under two children for each adult woman in Canada.[4] Also, youth will take longer to enter the work dynamic because they will need more education than in the past. Some predict more than half of work dynamic entrants will require at least 16 years of education.

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[4] Yet another characteristic of the new economy is the changed family structure. In 1960, "family" meant husband and wife, and the vast majority of adult men and women in Canada were married. By 1990, statistical reporting had changed to reflect the growing number of non-traditional families.

The reduction of available workers will be compensated somewhat by likely changes in immigration rates, but higher levels of immigration will also have considerable impact on social services and education. Employers will have to adapt to an increasing multicultural workforce as they employ more and more immigrants. Multicultural issues will become a greater concern even without increased immigration: Canada's Native population is increasing rapidly. Some demographers expect that one-quarter of Canadian labour market entrants will be Native by the year 2000.

4. **Environment**. An almost global social trend that is having tremendous impact on the new economy is concern for the environment.[5] On the one hand, public pressure will force post-industrial countries such as Canada to spend billions of dollars to clean up and prevent environmental damage. This activity, although it creates work for people, drains the national economy. In restoring the environment, however, Canadians and others are learning methods and technologies that are highly exportable to countries who currently do not have the funds to reverse environmental damage. For example, most of the former eastern bloc countries have substantial environmental problems to address when they have sufficient capital to do so. Canadians at-the-ready will be able to export their services to these countries.

5. **Changing Workplace**. The new economy is bringing about significant changes to the workplace. Globalization is creating increased competitiveness, and increased competitiveness is forcing employers to re-engineer their operations to become more efficient and more effective. One way employers are doing this is by adopting work styles different than the traditional employer-employee relationships. Some examples of these alternate work options are:

   - contracting, where individuals work on a fee-for-service basis rather than on salary
   - part-time work, where individuals work less than a 40-hour week

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[5] We say "almost" because the concern for the environment is dominant mostly in countries that have already exploited their environments for profit and have little left to enjoy. Less wealthy countries do not always have the luxury of preserving their natural resources.

- job sharing, where two or more individuals share the responsibilities of one job
- telecommuting, where individuals work at home and communicate by courier, fax, phone and post.

According to Statistics Canada, over 30% of Canadian work is currently non-traditional. This percentage will only increase as companies look to increase their efficiency. For example, in 1991, 23 000 part-time jobs were created in contrast to 150 000 full-time jobs that were lost, according to Statistics Canada.[6]

As well as moving to the entrepreneurial contract-services-as-needed basis, employers are making their organizations more entrepreneurial internally. Most large companies are trying to reduce their internal bureaucracies by reducing management size. To compensate for this reduction in management, employees are having to become their own managers, responsible for their own performance. This is achieved through structures such as self-managed teams, or groups of employees who monitor and correct their own performance. A significant management technique of the last decade, TQM (Total Quality Management), is partially based on the idea of having a more entrepreneurially-oriented employee (sometimes called an intrapreneur). In TQM systems, each employee is trained to see other employees as clients who need products or services. For example, the client for an assembly-line worker is the next worker on the assembly-line. Another move that is pushing employees to be self-initiated decision makers is the implementation of suggestion systems. An increasing number of companies are relying on front-line employees, not management, to determine the most efficient ways to operate. See Show Me #2 on the following page for an example.

There are numerous ways that organizations are re-structuring to become more competitive and productive. In virtually all cases, these efforts require workers/contractors who, when compared to traditional employees, are more:

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[6] Howes, Carol. *Making do with a 1/2-career.* Calgary Herald, December 12, 1992.

- responsible for their own actions
- self-motivated
- adaptable
- service-oriented
- capable of communicating
- skilled, knowledgable (both specialized and general)
- entrepreneurial.

Later, we will examine more characteristics of the future work dynamic. For now, consider the characteristics of the new worker in terms of education. The hue and cry to get back to the basics takes on a different meaning when the basics of adapting to one's world may include entrepreneurship, service and communications as much as they include reading, writing and arithmetic. On the one hand, educators face the enormous challenge of helping youth acquire a broad set of new competencies required to survive in the new world. On the other hand, the current basics of education: thinking, reasoning, communicating, interpreting and synthesizing skills that come with studying science, mathematics, social studies and English are well-suited to meet the needs of the new economy. The trick is going to be to not throw the baby out with the bathwater.

Show Me #2: Employee Empowerment

"It's hard to imagine that a training course in statistical process control [SPC] could have a dramatic effect on someone's life. In Wilma Porter's case, however, it put her in front of her company's executive board explaining how she took what she learned in the SPC course and applied it on the job . . . She suggested a way to salvage these [wasted] parts that saved the company $100,000 in 12 weeks.

This couldn't have happened at just any company. It had to happen at a company where employees felt free to speak up, take ownership of their work, and make the changes necessary to improve their jobs."

(Filipczak, Bob. "Ericsson General Electric: The Evolution of Empowerment," *Training*, September, 1993, Page 21.)

The five areas described above do not encompass all the significant features of the new economy. However, they do encapsulate some of the key areas influencing how we live and work.

When characterizing the new economy, Nuala Beck speaks of the four engines that make it run. Definitely of the post-industrial era, these four engines (or high-growth strategic businesses) are:

- **computers and semiconductors**. This includes, semiconductors, computer equipment and software, and the whole of information services. At present, more Americans make semiconductors than construction machinery, and more work in data processing than in petroleum refining.[7]
- **health and medical**. This includes both medical care and diagnostics, pharmaceuticals, and both surgical and medical instruments and supplies. This adds up to 13% of the United States economy.[8] And more Quebecois have jobs in health and medical care than in construction, textiles, clothing, furniture, autos, forestry and mining combined.[9]
- **communications and telecommunications**. This includes all telecommunications services, guided missiles and space equipment, radio and microwave communications and the entertainment industry. Despite its forests, British Columbia employs more people in telecommunications than in forestry.[10]
- **instrumentation**. This includes optical instruments and lenses, engineering and scientific equipment, process controls, and environmental consulting and equipment. Twice as many Americans make surgical and medical instruments as make plumbing and heating products.[11]

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[7] Beck, Page 68.

[8] Beck, Page 66.

[9] Beck, Page 69.

[10] *Ibid.*

[11] *Ibid.*

And recognizing as she does, that these engines of today will force new learning, create jobs and consume and produce wealth for a time—but only for awhile, she speculates that these engines may be replaced by the following four:

- genetic engineering and biotechnology
- artificial intelligence
- the business of space
- new materials (ceramic composites and combinations, and metal or plastic with fibres).

What will such fields mean for human-scale, everyday life? Perhaps that food grown in outer space or through genetic engineering will be able to feed the world for pennies. Human waste may be treated with bioremediation: that is, oxygen and enzymes will be developed and deposited in sewage to speed up its natural integration.

In education, the high cost of textbooks may eventually dissipate because fewer books will be used. Instead, virtual reality—a learning environment bathing students in sights, sounds, smells and sensations—will lead them through theory and into problem-solving experience. Both students and teachers will have instant access to the best minds in any subject, who will in turn help them form their own opinions and conclusions.

In artificial intelligence, computers will give users what they need to evaluate a broader, more encompassing range of outcomes. This fuzzy logic appears on the far side of the yes-no, true-false, on-off capabilities of today's software.

How does this big economic picture translate into the characteristics and availability of work day to day? In *World of Unreason*, Charles Hardy predicts a core of highly skilled workers leading organizations (being project drivers) and larger numbers of professionals—including clerical—who will be project do-ers. Because technology will streamline work, organizations will need fewer people. Entrepreneurship will explode as people try out many different ideas to make money and create their own paid work. Many people will sell portfolio work—their personal collection of ways to earn (i.e., short-term contracts, projects, different types of work, new—or unexplored—ways to pay for work). This will bring people to think more in terms of roles rather than jobs. The question of choice at cocktail parties then moves to "What *can* you do?" from the familiar "What do you do?"

Certainly wide-sweeping economic change is central to grasping the paradigm shift engulfing us, but it is also more than economics. Our paradigms (those implicit and fundamental interpretations governing our thinking) affect and effect social and cultural practices, patterns of government, etc. This book reflects upon ways to help students cope with the new paradigms.

Chapter 1 Summary

This chapter reviewed:

- Canada's movement from a natural resource-based economy, to an industrial economy, to an information economy
- key features of the new information economy, including globalization, technology, demographic shifts, concern for the environment and the changing workplace
- characteristics of workers in the new information economy, including abilities to be self-responsible, self-motivated, entrepreneurial and adaptable
- emerging business areas of the new economy, including computers and semiconductors, health and medical, communications and telecommunications, and instrumentation.

Chapter 1 Exercises

1. Using what you know about your own community or region:

    (a) review significant job loss and economic downturn areas (e.g., agriculture, manufacturing) and compare these to the discussion of Canada's move to the information age (1-3 pages).

    (b) review significant job gain and economic upturn areas (1-3 pages).

    (c) is your community or region following the trend from natural resources to manufacturing to information? In what ways is it following this trend and in what ways is it not (1-3 pages)?

2. Give one example from your own community or region of an impact of each of the key features of the new economy: globalization, technology, demographics, environment and changing workplace (1-3 pages).

3. Review the curriculum that you teach and briefly describe how it helps students meet the workforce requirements of the new economy. Also, describe some of its shortcomings in this regard (1-3 pages).

4. Review the engines of the information age. Identify some of the key ways that they currently have an impact on your community (1-3 pages).

Chapter 1 Suggested Readings

Beck, Nuala. *Shifting Gears: Thriving in the New Economy*. Toronto: HarperCollins Canada Ltd., 1992.

Cohen, Dian. *No Small Change: Succeeding in Canada's New Economy*. Toronto: Macmillan Canada, 1993.

Senge, Peter, Linda Morris. *Learning Organization: Corporate Structures for Tomorrow's Workplace*. San Francisco: New Leaders.

Notes

Chapter 2

What *Is* Career Development Today?

This chapter describes five key messages and the rationales for these messages in career development today:

1. Change is constant
2. Follow your heart
3. Focus on the journey
4. Stay learning
5. Be an ally.

Chapter 2
What *Is* Career Development Today?

The discussion in the previous chapter illustrates the need to look at career development differently than in the past. In this chapter, we try to provide a context in which to view career development and a general process for helping others with their career-building activities.[1]

There are five key messages in today's career development:[2]

1. Change is constant
2. Follow your heart
3. Focus on the journey
4. Stay learning
5. Be an ally.

These five ideas capture the essence of career development.

Change is Constant

As discussed in the previous chapter, rapid and continuous technological, economic and social changes directly influence the world of work. As a result, the labour market of the past is quickly becoming a work dynamic which is difficult to capture in occupational dictionaries, codes or titles. For example, dozens of environmental roles thrive today that did not even exist at the turn of the decade. See **Show Me #3**. Entirely new work roles are emerging, and old work roles require new knowledge, skills and attitudes.

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[1] For a solid survey of career development theories, see Brown, D. and L. Brooks (Eds.). *Career Choice and Development, Applying Contemporary Theories to Practice*. San Francisco: Jossey-Bass, 1984. For a brief survey of career development theories, see: Redekopp, D. E. *Theories of Career Development*, Edmonton, Alberta: Centre for Career Development Innovation, 1990.

[2] Parts of the following discussion are taken directly from: Redekopp, D.E. New messages in career development. Paper submitted to *Alberta Counsellor*, 1993.

Personal change occurs continuously as well. People grow and develop new knowledge, skills, attitudes, beliefs, networks and other assets at varying rates. Assessment tools (e.g., aptitude tests, personality tests, interest tests), the backbone of traditional career development, give people the impression that change is unlikely; that who they are, is who they will be. People need to recognize, value and nurture their own fluidity if they are to adapt adequately to their changing environments.

Show Me #3: Emerging Occupations

The Centre for Career Development Innovation conducted a study of roles in the environment sector in 1990. Interviews with human resource people in various organizations revealed that occupations were being created at a rapid rate simply to keep up with demands in the area. In fact, after the so-called "final report" was finished, new occupations were found at the rate of two to four a week for the subsequent year.

One of the most dominant issues regarding high school students among educators, parents and the students themselves is choosing an occupation. Parents and high school students view the selection of an occupational goal as one of the top three issues faced in high school.[3] If they could see that change is constant, both students and parents would feel far less pressure to make this choice. When change is constant, the occupation that was chosen in Grade 11 may not exist by the time the student has trained for it! Or the occupation may be so different by the time the student has trained for it that it is no longer desirable. Or new roles will have been created that we cannot yet predict. In any case, the message that change is constant needs to be translated for students into "don't get too specific about your long-term goals." Students who doggedly pursue long-term goals may find themselves extremely disappointed as they approach those goals. See **Show Me #4**. We certainly need to help students carve out general directions for their lives, but we have to be careful about asking What are you going to be when you grow up? Possibly we can replace that ubiquitous question with "What sorts of things do you want to do now and later?"

Another implication of the change is constant theme is a move away from the strong values we hold regarding stability and predictability. Our entire cultural notions of work imply that it is good to be clear about what you want to be and that it is equally good to stick with whatever that is for a long period of time (even though working Canadians change occupations an average of four to six times; a number that is likely to increase rapidly). Students need to hear the message that security comes from being able to adapt to change, not from doing the same thing for a long time.

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[3] Posterski, D. and R. Bibby. *Canada's Youth "Ready for Today."* Ottawa, Ontario: Canadian Youth Foundation, 1989.

Show Me #4: Moving Targets

Consider Kim, a young Grade 11 student who has decided to become an automotive technician because she loves working on cars. By the time Kim finishes school, takes training and completes her apprenticeship, the role of automotive technician may be very different than it is today. The automotive industry is tending to fragment the role into specialty areas (e.g., exhaust specialist, fuel injection specialist, brake specialist) and has little overlap between areas. If Kim wants to be a generalist, it will be more difficult then than it is now. This does not mean that Kim should be discouraged, however. It does mean that Kim should broaden her horizons somewhat so that she is ready to accommodate to changes in the industry.

Yet another implication of believing that change is constant is its influence on helping students make work-related decisions. The most common process for helping students make decisions about the types of work they should do was developed in the early 1900s by Frank Parsons. In essence, Parsons recommended that people (a) know themselves, (b) know the world of work and (c) use true reasoning to make the best match between the two. This approach marks the origin of the field of career development, and most practitioners still follow this trait-and-factor (also called person-environment) model. On the surface, this method makes a great deal of sense. When we look at how it is implemented, however, its usefulness becomes somewhat questionable.

Parsons' efforts were followed by people who spent a great deal of time and effort examining and creating ways that people could know themselves. One way that gained a great deal of popularity was the use of the psychometric assessment instrument. In the latter half of the previous century and the first half of this century, science reigned supreme. Physics, chemistry and biology seemed to have the capacity to measure and predict virtually all non-human events. When psychologists started to apply the methods of the natural sciences to human behaviour, it seemed only natural to expect that human behaviour could also be measured and predicted. Hence, objective assessment instruments seemed to be the perfect tools to measure people so that they could better know themselves. In a flurry of activity that continues to this day, psychologists and career development specialists began to develop tests that would measure all aspects of the person: intelligence, interests, aptitudes, values and skills, to name a few. Just before World War II, this type of work received a major boost because military administrations needed to make rapid decisions about great numbers of recruits. Tests seemed like the most cost-effective, time-effective and objective way to evaluate recruits.

On the other side of the equation was the dictum to know the world of work. It turns out that tests could help with this, too. For example, consider John Holland's approach to career development. Holland, whose approach to career development is the most popular in the world today, proposed that human personalities are comprised of six main types:

- realistic (likes concrete results, working with tangibles)
- investigative (curious, likes working with ideas)
- artistic (creative, likes aesthetics)
- social (likes working with people)
- enterprising (likes leading people)
- conventional (likes organizing information).

Assessment instruments (e.g., Self-directed Search) were devised to measure individuals according to these types. To make the match to the world of work, these same assessment tools could be given to people already working in an occupation and the results would show what types of personalities preferred specific types of work. For example, the personality type of most career counsellors is S-A-E (Social-Artistic-Enterprising, respectively). A person who is S-A-E is likely to find the occupation of career counselling interesting, according to Holland's theory.

This example illustrates how assessment instruments could help with both the tasks of know yourself and know the world of work. Now, back to the theme change is constant. The trait-and-factor method depends almost entirely on a different theme—change is rare! Assessment instruments can measure only a point in time both on the know yourself and know the world of work side of the trait-and-factor equation. If nothing changes, the method works just fine. If change is constant, however, the match between the person and work may be incorrect the moment after the match is made. Consider the example in **Show Me #5** on the following page.

To put the problem another way, virtually all the information we have about the work dynamic (e.g. occupational information) is suspect because of constant change. Researchers simply cannot keep up with updating the measurement of occupational traits.[4] Traditional assessment instruments, which rely on this information to adequately make a match are also are suspect. Those not intimately familiar with the field of career development may be unable to appreciate what an enormous blow this is to the field. Tests have been the backbone of career counselling for decades, and in the new economy of constant change, their usefulness is quite limited.

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[4] Occupations are changing so rapidly, in fact, that the term "occupation" may be abandoned in the coming years.

Show Me #5:
Testing and Change

When Randy was 16 years old he completed the Self-directed Search and found himself to be a Realistic-Investigative-Social personality. After exploring several occupations that fit the R-I-S mold, Randy decided to become a vending technician. He loved working with his hands, playing with mechanical devices and electrical motors and seeing how things work.

A couple of years later, Randy finished his schooling and landed a job as a vending technician. Much to his surprise, vending technicians did much less mechanical and electrical work than they had two years previously. The industry had changed to the point where most vending operations were computer-controlled and modularized. In fact, most vending machines had computers that diagnosed their own problems! Little was left for the technician to do but replace the module that the computer found faulty.

Luckily, Randy had changed too. Thanks to a science teacher who took Randy on as a protegé, Randy had become quite interested in physics, a subject in which he previously had done poorly. He always thought he did not like science, but once it made sense to him he really enjoyed it. After his disappointment with vending, Randy pursued an undergraduate degree in mechanical engineering.

In the new economy, tests can, when used with caution, still help people understand themselves, their skills and their motives.[5] They provide a different perspective from which to view oneself. They can also, however, *prevent* people from developing self-awareness and trusting their own instincts about who they are.

Other implications of this message for career development will be reviewed in conjunction with the remaining four messages.

Follow Your Heart

If change is constant, we need to pay attention to those things that have relative stability. The heart (the set of characteristics that include values, entrenched beliefs and interests) is reasonably stable and should be heeded. The heart drives one's career path. Skills and knowledge are simply tools that allow a person to follow the path.

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[5] Alberta Advanced Education and Career Development has self-assessment materials that you may want to review. Call 422-1794 for more information.

A corollary to this message is that dreaming is normal, natural and appropriate. We too often concern ourselves with helping young people become realistic at the expense of following their dreams. Many people have unrealistic dreams, but there is nothing wrong with pursuing them and cherishing them. Reality will impose itself on people of its own accord. We need not accelerate this process. What we need to do is provide people with tools and strategies required to move toward their dreams. People may not live out their visions, but they should be able to strive for them and perhaps live out portions of their dreams.

A key implication of this message from a career development perspective is that we must help students identify their values, beliefs and interests and—more importantly—we must help students develop ways to continually re-assess their values, beliefs and interests. Although the heart is reasonably stable, it does change. We need to help young people keep their eyes open for opportunities in the world (the world of work or otherwise) that will allow them to fulfill their values, beliefs and interests. The world is constantly changing and if youth can continually scan these changes for new opportunities, they will be better able to fulfill their dreams. See Show Me #6 for an example.

Show Me #6:
Components of the Heart

George had his heart set on being an NHL hockey player. Unfortunately, George had bad knees and it was virtually impossible for him to ever reach his goal. George visited a career counsellor who asked him why this goal was so important and interesting to him. After a couple of hours, they had identified George's values, beliefs and interests. Then, George was sent to explore work roles that seemed to fulfill similar values, beliefs and interests. George discovered that sports physiotherapy, although not quite as fulfilling as playing in the NHL, seemed to be an area that was close to his heart.

Focus on the Journey

One of the reasons that the field of career development has been preoccupied with helping individuals select appropriate occupational destinations is the desire to help people find meaningful and fulfilling work. In doing so, however, we have underemphasized the meaningfulness of the journey toward one's vision. Since continual change is rendering redundant the practice of predicting occupational destinations, we must take great efforts to help people better fulfill their values, beliefs and interests with *every* decision they make. As stated previously, we should help people move away from feeling a need to correctly make **the decision** (What should I be?) and move toward examining the immediate and enduring effects of virtually **all decisions**.

What this means is that all decisions your students make are, in one way or another, potential career decisions. What courses to take, what intramurals to choose, what extra-curricular activities to undertake and what clothes to buy are all possible examples of career decisions. So when you help a student make a decision, it is likely you are helping a student make a career decision. You will probably help more students make more decisions than a career counsellor will and, therefore, you might have greater influence on career decision making than a career counsellor! Frightened? You need not be, because this message removes the need to make the *BIG* decision and therefore the fear of making the *GRAVE* error. Each decision simply brings one closer to a vision or further away from a vision.

Stay Learning

We all know about lifelong learning and its importance. The beliefs, however, that the public holds about career development imply that nothing more needs to be done once an occupational destination is reached. We will be better able to communicate the prescription to stay learning when the previous three messages have been adopted. Learning is constant when change is constant.

Unfortunately, many people cringe when they hear about lifelong learning. People who have had limited success with formal learning and who are anxious about lifelong learning need to know that most learning does not occur in formal settings. We need to help people learn in effective and enjoyable ways within informal and non-formal learning events.

People also need ways to keep track of their learning experiences. Individuals are continually accumulating assets (e.g., skills, contacts) through learning events, but few people have a mechanism by which they can identify, record and organize these assets. Consequently, they often do not recognize that they have undergone a tremendous amount of learning.

As an educator, the message to stay learning will be familiar. The tricky part is helping students adopt and live out this message. So often we have miscommunicated the message "stay learning even after you are out of school" as "go to university." There is no doubt that universities are wonderful places to learn, but in giving this message we have inadvertently given the message that if you go to work immediately after school, you can stop learning. We need to find new ways to communicate the stay learning message so that all students leaving school are their own personal learning machines, regardless of whether they are learning through their hearts, hands, heads or souls. See **Convince Me #2.**

Be an Ally

This last theme brings us back to the old idea of the importance of community. Many people do not feel part of a community and do not have the wherewithal to create one for themselves. Many youth, in particular, see the work dynamic as something external and distant. They do not realize that the work dynamic surrounds them, as represented by their neighbours, friends' parents and parents' friends. These allies surround youth, yet they appear to have little ability to connect with each other. See **Show Me #7.**

Our society has stressed independence and autonomy; perhaps we need to re-examine interdependence and community. It is not a sign of weakness to ask for help. Rather, it is a sign of strength to identify a need, clearly express the need and articulate how others can help meet the need. This is particularly true when a person needs to learn continually, keep up with change and adapt to change.

Convince Me #2: Schools and the Trades

Alberta Advanced Education and Career Development recently completed a study on tradespeople who apprenticed 15, 10 and five years prior to 1992. Findings in this study illustrate a traditional lack of support for the trades in high schools. For example, almost none of the hundreds interviewed in this study reported that they were encouraged to enter the trades by their high school teachers or counsellors. In fact, the vast majority of those who reported that the school influenced their decision (which, by the way, was a very small number) suggested that counsellors and teachers tried to persuade them *not* to enter the trades. This is an interesting bias, especially when considering that more than 80% of the interviewed tradespeople were very satisfied with their choice.

Again, the challenge educators face is providing young people with the tools and strategies they need to live out this message. These include networking strategies, communication skills, needs analysis strategies and, perhaps most importantly, attitudes of initiative and confidence.

These are not radical messages. They simply provide a broader perspective from which to view career development. They also provide a more exciting view of career development than do traditional beliefs about the field. In the next chapter these messages are converted into practical processes that you can use to help your students.

Show Me #7: Networking and the Work Dynamic

Just for fun (and to prove the point about connectedness to the work dynamic), think of an exceedingly obscure occupation (e.g., belly dancer, balloonist). Then, ask the students in your next class if they know a person in that occupation or if they know someone who almost certainly knows a person in the occupation. Then, have one of the students attempt to contact a person in the occupation. Our guess is that the student will be speaking to that person in three phone calls or less.

Chapter 2 Summary

This chapter reviewed five key messages of today's career development:

- ***Change is constant***. The work dynamic is changing so rapidly that selecting enduring occupational destinations in high school is no longer viable
- ***Follow your heart***. The heart is comprised of values, beliefs and interests, and it is more stable than the work dynamic
- ***Focus on the journey***. Almost all decisions are career decisions. The journey must be as meaningful as the destination
- ***Stay learning***. When change is constant, learning must be constant
- ***Be an ally***. The community connects the young person to the work dynamic.

Chapter 2 Exercises

1. Identify five ways you have changed in the last five years. Identify five ways your role as an educator has changed in the last five years. Predict five ways you and your role will change in the next five years.

2. Identify your values, beliefs and interests. Identify how you fulfill these in your work and non-work lives.

3. Review where you are today in relationship to where you were in high school. Trace the decisions you made to get from there to here. How many were big decisions and how many were (or seemed at the time to be) little decisions?

4. Identify some of the key things you have learned in the last five years. What were the sources of those learnings (e.g., formal instruction, experience)? Identify five key areas in which you would like to learn in the next year.

5. Complete the activity described in **Show Me #7** with a couple of occupations and several classes. Record the results.

Chapter 2 Suggested Readings

Brown, D. and L. Brooks, eds. *Career Choice and Development, Applying Contemporary Theories to Practice*. San Francisco: Jossey-Bass, 1984.

Herr, E.L., S. H. Cramer. *Career Guidance and Counselling through the Lifespan*. Third edition. Boston: Scott, Foreman and Company, 1988.

Holland, J. L. *Making Vocational Choices: A Theory of Careers*. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Osipow, S. H. *Theories of Career Development*. Third edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Redekopp, D. E. *Theories of Career Development*, Edmonton, Alberta: Centre for Career Development Innovation, 1990.

Super, D. E. *The Psychology of Careers*. New York: Harper and Row, 1957.

Tiedemann, D. V., R. P. O'Hara. *Career Development: Choice and Adjustment*. New York: College Entrance Examination Board, 1963.

Notes

Chapter 3

Everyday Career Development

This chapter:

- describes the everyday nature of career development in schools
- explains the components of adaptability: self-management, meaning and competence
- describes the role of education with respect to adaptability
- explains students' career-building process.

Chapter 3
Everyday Career Development

Each student expresses his or her uniqueness through widely varied choices in course work, clothing, music, activities, work and so forth. But all high school students have one major agenda in common. All are sorting out who they will become as adults and how they will work, play, live and raise families. Their futures (career, family and friends, lifestyle) are being formed today and every school day influences them. You might call this "everyday career development." Students' day-to-day exploration of who they are, what they love to do, who they admire and how they interact with others is like a sidebar to the text of the school day. This important exploration sometimes involves a career counsellor, but the everyday work on careers and the future is done in classrooms, in hallways and on the basketball court. It is done in the midst of classes about English literature, geometry and biology. Everyday career development happens all the time. By becoming more aware of this aspect of school life, educators can more consciously foster and manage this process. Everyday career development is far from exclusive. Rather, it offers a key role to all persons involved in education: trustee, superintendent, principal, teacher, volunteer, secretary, custodian and career counsellors, too.

Career development is always there, and educators can seek out opportunities to help youth focus in on it. These moments help young people integrate their career concerns with their lives right now. It demonstrates to them that choosing a career path and planning for it are part of an exciting journey. And the immediacy of everyday career development "moments" illustrates the importance of focusing on the unfolding journey rather than on the destination alone. See **Show Me #8** on the following page for some examples.

Show Me #8:
Everyday Career Development Examples

Ricardo

In Grade 10, Ricardo desperately wanted to get into the film business but his recently immigrated parents were concerned about Ricardo obtaining a secure job when he graduated from high school. Ricardo's science teacher overheard Ricardo discussing his dilemma with a classmate during a lab period and made the following comment:

"Sorry to eavesdrop, but that's my job, especially when you're supposed to be working on this lab. Ricardo, your parents may feel a lot better about the direction you want to take if you provide them some evidence that you can make a living in the film business. My neighbour works for a small video production company. If you want, I can arrange for you to talk with her about prospects in the industry. Let me know, and in the meantime, get back to your lab!"

Ricardo took up the teacher's offer and found out about a range of roles in the film and video industry; some more secure than others. He shared his findings with his parents and, although they were sceptical, they could see the possibility of a meaningful career pathway for Ricardo. A teacher's 30-second intervention took the pressure off Ricardo and allowed him to keep his dreams alive and his options open.

Alana

While walking down the crowded hallway between classes, Grade 11 student Alana ended up walking beside Mr. Johnson, the head of maintenance. In response to his "How's it going?," Alana said "Lousy. I'm going to drop my automotives class. You'd think in the '90s that men would finally realize that women can work with machines and equipment. But all I get is abuse, and it just isn't worth it." All that Mr. Johnson could think to say before Alana entered her next classroom was "Hang in there. Maybe talk to your automotives teacher before dropping everything." Later in the day, however, he dropped by the class and talked with one of the teachers about the issue, without mentioning Alana's name. He offered to contact some women in his union to come and talk to the automotives classes about the difficulties they faced entering the trades and technologies.

One of the women in Mr. Johnson's union ended up giving a presentation to one of Alana's classes. Alana wasn't very impressed with the presentation, but she did notice a change in her male classmates' behaviours in the following weeks. There was still some harassment, but it seemed less harsh and less frequent than before.

Educators, while playing a key role in enabling students to forge workable career paths, are only part of the team. The students, parents and the community at large all are involved. And the students retain ultimate responsibility for building their careers.

As an educator, though, you can ready them to comfortably assume their responsibility. You have and use these skills already. For example, you:

- **motivate students.** By creating a positive atmosphere, you can inspire students to see change as opportunity, investigate different career paths, keep their options open. (And to continue dreaming and following their hearts.)
- **communicate.** When dealing with parents, you can encourage them to involve themselves in their youngster's plan for the future. When dealing with students—even in brief, chance encounters—you can raise their self-esteem and help them deal with their fears. By networking with other teachers and with members of the community, you can keep abreast of career-building trends (more on this in Chapter 4). By maintaining contact with businesses and community agencies, you can help your students learn to interact with the local world of work.
- **help students learn research skills.** Teach students how you decide which questions to ask, and identify and use other information sources available.
- **develop decision-making abilities.** You know how to set short and long term goals, solve problems, and analyze results. As you teach students these skills in the context of your subjects, remind them to apply these same skills as they plan for their careers.

Examples of these day-to-day activities and their impact are provided in Show Me #9 on the following page.

Show Me #9:
Teaching Career Development Skills

Roberta Harrison teaches social studies in one of the two high schools in a small city. The following are segments of her day when she introduces career development interventions.

Motivating Students

It's Grade 12 social studies class. The big news is the upcoming election. Recognizing a teachable moment when she sees one, Ms Harrison makes use of a discussion amongst some students who, if they were only old enough, would vote for Party X because it promises to restore Canada's prosperity and way of living. Excerpts from the discussion follow:

> "So you folks want Party X. How come?"
> "They're the only ones who are going to get us back on track the way we used to be. You know, higher standards of living, everyone employed, good health care, less crime and that sort of stuff. They'll get us out of debt, too."
> "You feel they'll change things back to the way they used to be?"
> "Yeah, for sure."
> "Let me try an idea out on you. Think of our country as a person. In fact, think of our country as you. Do you want things back the way they used to be for you, say, back in junior high? Or, do you want to look toward the future and see how you can make it the best you can for you?"

The discussion continues in terms of planning for the future on both a national and personal level. Ms Harrison points out that change, such as the introduction of GATT, may or may not be a mistake but that change is inevitable. She goes on to describe how Canada must convert change and chance into opportunities for growth. Using political decisions as a metaphor for personal decisions (while her students are seeing personal decisions as a metaphor for political decisions), Ms Harrison is able to communicate messages about creating future visions, keeping options open and embracing change.

Communicating

Later in the morning, Ms Harrison bumps into Pietro, a student who is contemplating dropping out of school. When she asks him how he's doing, he says he's definitely going to drop out. It's just a matter of doing it. "That must be scary, eh? I guess it would be like if I was deciding to quit my job. I think I'd be pretty worried about what to do next. Listen, if you do decide to drop out, come see me. I promise I won't try to talk you out of it, but I'd like to help you figure what you're going to drop into if you drop out of here."

Ms Harrison probably has not prevented the occurrence of another drop-out statistic, but she's left a door open for Pietro to move in and out of school in a meaningful way.

...continued next page

Show Me #9:
Teaching Career-development Skills (continued)

Helping Students with Research Skills

On her way out to lunch, Ms Harrison is stopped by Grade 12 student Cindy, who is applying for a job at a local retail store. "Ms Harrison, I'm applying for a job at a store and I don't know much about the store. Do you know how I can get some information?" Being an historian, Ms Harrison is easily able to summarize the basic steps of library research to get Cindy started. She also suggests that Cindy talk to some employees and ex-employees of the store, asking them the basic "who, what, when, where, why and how" questions of any research.

Helping with Decision Making

At the end of her last class of the day, Ms Harrison has small groups discussing cultural differences between Canadians and a country that recently became a democracy. One group is discussing how difficult it must be for people in this newly democratic country to have so much more decision-making power almost overnight. Ms Harrison personalizes the discussion by asking "How much decision-making power do average Canadians have? What prevents you from making your own decisions?" In the ensuing discussion, the students talk about the processes they go through to make decisions and all the hidden values and beliefs of the culture that influence their decisions.

If career development assistance were as easy as simply doing what you already are doing, you would not need this course. There are career development ideas and practices needed to make what you already are doing more effective. Chapter 2 introduced some key career development ideas in the context of Chapter 1's global review of society and the economy. This chapter looks at career development specifically in the school setting, starting with a look at the goal of everyday career development activities: adaptability.

What am I Trying to Achieve?

Keeping in mind the message that change is constant, it becomes apparent that one of the key goals of any career development assistance is to increase adaptability. In a world of constant change, students must be equipped to adjust to new circumstances, create opportunities, plan without rigidity, explore their environments and develop a host of other abilities that fall under the category of adaptability. They need to be enabled to expect, predict, create and complete transitions from one role to another throughout their lives.

Typically significant transitions include:

- one grade level to another grade level
- high school to work and/or post-secondary education
- post-secondary education to work
- one work role to another work role
- work to retirement.

Throughout and between each transition, each person must adapt to new conditions and situations. Rather than attempting to list the myriad of knowledge, skills and attitudes that comprise adaptability, we will examine adaptability in terms of Magnusson and Redekopp's[1] three categories: self-management, meaning and competence.[2] These categories of characteristics, when reviewed in the short-term, immediate or contextual sense and from a long-term or enduring perspective, help encapsulate what adaptability is all about.

Components of Adaptability

Adaptability Component	**Immediate Perspective**	**Enduring Perspective**
Self-management		
Meaning		
Competence		

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[1] Magnusson, K. C. and D. E. Redekopp, Adaptability for transitions: Components and implications for interventions. *Canadian Journal of Counselling*, *26*, (2, 1992), 134-143.

[2] Norm Amundson of the University of British Columbia uses a similar categorization system for adaptability: control (self-management), concern (meaningfulness) and competence (competence). (Unpublished paper presented at the Fifteenth National Consultation on Vocational Guidance, 1989, Ottawa, Ontario.)

Self-management.[3] Self-management refers to the set of knowledge, skills and attitudes required to cope with the demands of one's social and cultural environment. Sometimes called life skills, self-management abilities allow the individual to get along with others, to fit in, and feel comfortable within a particular environment. Self-management characteristics include:

- self-esteem
- impulse control
- time management
- money management
- hygiene
- grooming/appearance
- communication skills
- interpersonal skills
- planning skills
- problem-solving skills
- learning skills
- career-building abilities, etc.

Before despairing about many of your own students' apparent lack of these attributes, remember that these can be environment-specific. The student who "dresses funny," is consistently late and appears incapable of verbalizing through complete sentences may be fitting in quite nicely within his or her peer group. In his or her preferred context, or immediate environment, these school-inappropriate self-management abilities may be adequate.

The above student illustrates the importance of distinguishing between immediate and enduring self-management characteristics. Most people self-manage as best they can in their most pressing or dominant environments

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[3] The term "self-management" is used with a very specific meaning in psychological circles. Magnusson and Redekopp use the term is a general sense.

(usually, the family environment). However, they may not wish to or be able to adequately self-manage within other environments or within society as a whole. See Show Me #10 for an extreme example.

Show Me #10: Extreme Self-management

Consider some of the following characteristics in terms of enduring self-management:

- lack of hygiene to the point of offensive body odour
- child tends to hide in rather than wear clothes. May refuse to take off coats and jackets even in a hot room or office
- stereotypical sexual behaviour
- social withdrawal and isolation
- truancy
- self-mutilation (Courtois, C.A. *Healing the Incest Wound: Adult Survivors in Therapy*. New York: W.W. Norton, 1988.)

These are some of the characteristics displayed by female incest victims. All of them are the result of, or attempts to cope with, a destructive immediate environment. The development of more enduring self-management characteristics is difficult without dealing with the impact of the immediate environment.

Two interconnected messages from the illustration in **Show Me #10** are that: (a) behaviour does not occur in a vacuum (i.e., behaviour has a cause) and (b) caution should be exercised when attempting to change behaviours because they usually serve a purpose. In other words, educators need to be careful about judging inappropriate behaviours and immediately attempting to change these behaviours. Behaviours occur for a reason, and one of the first efforts in assisting someone with self-management should be directed at looking for the reasons for the individual's existing approaches to self-management. Unless these are known and accounted for, positive changes in self-management for one environment may prove disastrous in self-management for another environment. Consider a young gang member who adopts the self-management characteristics of the studious, university-bound student. If the self-management characteristics of "student" replace the self-management characteristics of "gang member", the young gang member will no longer fit in with the gang. This will mean a loss of friendships, social support network, leisure activities and sense of identity. These losses will make the transition from gang member to student a rough one that is likely to fail. What are the solutions? One option is to add the new self-management characteristics rather than replace them. This would involve showing the youth how to switch between the two environments, using the self-management abilities appropriate to each environment. Another option is to predict potential losses in the transition and develop ways to make up these losses. This would involve showing the youth how to make new student friends and develop support within the student environment. Of course, both options can be implemented. From a career-development perspective, the greater the transferability of self-management abilities from one environment to another, or the greater range of self-management characteristics available to the person to use in different environments, the greater the individual's adaptability.

One of the central problems for adolescents regarding the transferability of self-management characteristics to a variety of environments is embedded in their quest for identity. Erik Erikson maintains the central psychosocial issue faced by adolescents is determining their identities: who they are, how they are different from others, and how they are the same as others.[4] Role confusion, the result of not forming an identity, produces anxiety and distress. Adolescents, therefore, attempt to delineate their personal boundaries to better adjust to the transition to adulthood and to limit the amount of anxiety they experience. In their efforts to form identities, adolescents try on various roles to see how they fit.

Adopting different characters is normal, natural and appropriate. Many adolescents restrict their identity explorations early, however, by over-emphasizing a particular role at the expense of playing out other roles. For example, the youth who labels himself or herself as an alternative precludes the possibility of also being a preppie, jock, nerd or a player of another role. This restriction reduces anxiety because it feels like an identity has been chosen, but it also prevents the youth from discovering all of his or her potential.

This premature identity formation, which Erikson refers to as "foreclosure," is where the difficulty with self-management transferability comes into play. The youth who has prematurely selected an identity specific to a particular context may have difficulty self-managing in another context. For example, the youth who identifies as a rebel may find it anxiety-provoking to implement self-management behaviours associated with being an employee in a company. The self-management characteristics of employee (politeness, courtesy, obedience) may in fact be counter-indicated by the role of rebel. This is a threat to identity that, like any anxiety-producing threat, needs to be defended against.

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[4] Erikson, E. *Identity, Youth, and Crisis*. New York: Norton, 1968.

You cannot be expected to change the nature of adolescence. You can, however, find ways to help youth keep identity doors open by letting them explore a variety of roles.[5] In your efforts to ensure that your students turn out okay, you may find yourself over-protectively attempting to have your students play one role over other roles (e.g., the role of dedicated, hard-working, tireless and enthusiastic student versus sloth). This, of course, is part of your job as an educator. However, adolescents often conform to Newton's third law of motion—"For every action there is an equal and opposite reaction." In other words, if you push too hard in one direction, they may entrench themselves with equal force in the opposite direction. A balance is, therefore, needed whereby you gently nudge students to play appropriate roles, but leave them ample room to explore other roles.

Before becoming too prescriptive, take a conceptual step back to once again examine self-management in the context of adaptability. Self-management transferability and variety or self-management fluidity also makes it easier for others (e.g., employers, co-workers) in a specific context to accept and interact with the individual.

Teaching self-management fluidity, however, is not a straightforward task. Although self-management fluidity is teachable, its instruction relies on modelling, experiential activities and coaching more so than traditional classroom activities. The "sidebar to the text of the school day" that we described earlier is the primary context in which self-management fluidity is learned—in interactions with classmates, hallway conversations, playing sports and participating in clubs. For example, self-esteem is not a subject that can be taught in regular 40-minute blocks. Self-esteem develops through experiences of success that occur day-to-day: doing well on a test, having classmates laugh at one's jokes, performing well in a game and the like. The teacher's role is not to set up all these experiences, but to help youth make sense of these experiences in positive ways.

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[5] Donald Super is a career-development theorist who wrote a great deal about self-concept and the roles people play. See his *The Psychology of Careers* in the suggested reading section of Chapter Two or any of his other work for more detail.

Self-management is an equally important component of adaptability. Career development is not the process of choosing the type of work a person wants to do and going out and doing it. Career development involves the whole person attempting to find satisfying ways to manage life and work.

Meaning, the second component of adaptability, provides the motivation to make a transition. Without meaning, students (or adults) will lack the desire to move from one role to another or from one context to another. Meaning drives transitions; self-management and competence merely allow the transitions to take place effectively.

Individuals establish the meaning needed for transitions when they expect to fulfill values, interests and beliefs by their transitions. For example, your transition from Bachelor of Education student to teacher was meaningful because you saw the teaching role conform to the values, interests and beliefs you hold. Values are the most important elements of existence to individuals; they refer to individuals' deepest concerns. Children, peace, environment, status and love are examples of values. Interests are activities or things that individuals enjoy. Examples of interests include creating new ideas, interacting with people, repairing equipment and participating in sports. Individuals often are interested in the things they value (e.g., people who value children often enjoy working with children), but they probably are equally apt to be interested in activities not particularly important to them (e.g., a person can get a kick out of playing computer games without finding them to be of much importance). Beliefs are concepts that individuals hold about themselves and the world. Unlike values and interests, beliefs can be incorrect (e.g., the belief "spare the rod and spoil the child" is a testable one that can be proved or disproved). Whether true or false, however, beliefs hold enormous power over individuals' actions. See **Convince Me #3**. For example, the beliefs "I am stupid," "I am ugly," and "I am boring," regardless of their accuracy, will prevent a student from engaging in a variety of important activities.

The fulfillment of values, interests and beliefs establishes meaning for a transition. As with self-management, there are both immediate and enduring aspects to meaning fulfillment. Educators face a significant challenge in sustaining and creating immediate meaning in the classroom. Even when enduring meaning is strong for a particular transition, the immediate meaning required to complete the transition may be insufficient to sustain the person throughout the transition. For example, consider the transition from being a student in school to working as a teacher. Even though the role of teacher may fulfill all of an individual's values, beliefs and interests (enduring meaning), the role of student, learning to be a teacher, may not. Student teachers are required to learn developmental psychology, learning theory, curriculum-design theory and a host of other theoretical underpinnings to the profession. Many student teachers do not fulfill their values, interests and beliefs in the process of learning these subjects. Their immediate meaning is low because students do not necessarily value theory, have interests in abstract conceptualizations, or believe in the importance of theory. Yet to effect the transition, they must find ways to generate immediate meaning, otherwise, they will lose their drive and discontinue. Many student teachers draw upon their enduring meaning to help make the immediate context more meaningful. They constantly remind themselves that jumping through the hoops that the university puts before them will lead to a role that is truly meaningful. Others find ways to fulfill their values, interests and beliefs as students (usually by modifying some beliefs slightly).

Convince Me #3: Beliefs and Behaviour

In his recent book, *Learned Optimism*, Martin Seligman (discoverer of the behaviour pattern he called "learned helplessness") argues that optimism has an enormous impact on behaviour. Optimists "believe defeat is not their fault: circumstances, bad luck, or other people brought it about. Such people are unfazed by defeat. Confronted by a bad situation, they perceive it as a challenge and try harder" (Page 5). The impact of this set of beliefs on behaviour is illustrated by one of Seligman's research studies with salespeople. Given equal talent, newly hired optimists outsold pessimists by eight per cent in their first year. In their second year, optimists outsold pessimists by 31 per cent. Seligman attributed the increased difference in the second year to the persistence that results from being optimistic.

(Seligman, M.E.P. *Learned optimism: How to change your mind and your life*. New York: Pocket Books, 1990.)

Many students in high schools face difficulties with immediate meaning even though they see prospects for enduring meaning. Although they may be performing well, getting along with others and generally fitting within the system, a number of students fail to see immediate relevance in the student role. See **Convince Me #4**. Educators face two central challenges in this regard:

- Linking enduring meaning to school so that students can draw upon the prospect of long-term meaning to get through the short term. This means helping students find prospects for enduring meaning, if they have not already done so
- Increasing immediate meaning for the school context.

Neither of these tasks is simple. The first requires helping students establish visions for themselves (remember "follow your heart" from Chapter 2) and then connecting their visions with their school activities and with school subjects. Just as many student teachers question the importance of Pavlov's dogs vis-a-vis the practice of teaching, so do many students question the relevance of Newtonian mechanics, polynomial equations, great figures of World War I, capital cities of the world, molecular structures and genetic recombination with respect to living out their dreams. Educators need to actively explore school-life relationships with students so that students can clearly see the relevance of their learning in the context of their visions. Ways to do this are described in Chapters 4 and 5.

Convince Me #4: School Leaver Characteristics

The most recent study of early school leavers conducted by Statistics Canada shows that "drop-outs" (now called "school leavers" to avoid the negative connotations associated with the term "drop-out") have not done as poorly in school as public opinion may hold. The study of their self-reports indicates that five per cent leave school with an "A" average, 32 per cent leave school with a "B" average, and 40 per cent leave school with a "C" average. Only 13 per cent leave with a "D" average or lower, and 10 per cent do not know their marks.

(Gilbert, S. and B. Orok. "School leavers." *Canadian Social Trends*, Autumn, 30, 1993, 2-7.)

The second task is probably more difficult than the first. Schools are one of the few service organizations expected to satisfy all customers virtually all of the time. Schools rarely have the luxury of establishing a clientele niche, whereas virtually every private organization does. McDonald's restaurants do not try to cater to the palates of the rich and famous, Bloomingdale's spends little effort trying to satisfy the poor, and the rock band Guns 'n Roses caters poorly to classical music fans. Schools (other than elite private institutes) must cater to everyone who shows up at their doors. This is one of the main reasons that it is difficult to engender immediate meaning within all students as they are an exceedingly heterogeneous group. Fortunately, so are educators. Unlike McDonald's, Bloomingdale's and Guns 'n Roses employees, educators can portray a wide range of behaviours and interests. The physics teacher can easily have a different personality, communication style and set of out-of-school interests than the art or social studies teachers. Exploiting the individual differences between educators is one way of dealing with the individual differences between students. Each teacher needs to find ways to increase the immediate meaning or relevance of his or her subject for the students with whom he or she can connect. Chapter 4 explores the specifics of doing this.

Competence. The most obvious component of adaptability is competence. It is one thing to be motivated to undergo a transition from one role to another and have the prerequisite self-management skills to do so. It is another thing to be able to perform in the targeted role. Competence, like the other two components of adaptability, needs to be examined from two perspectives: immediate and enduring. Enduring competence refers to the knowledge, skills and attitudes required to perform in the targeted role. For example, the knowledge, skills and attitudes required to change oil in a car are enduring competencies for the student seeking to repair and maintain vehicles. Immediate competence refers to the knowledge, skills and attitudes required to undergo the transition from one role to another. For example, the student seeking to repair and maintain vehicles will require immediate competencies needed to get through school and training such as test and report writing abilities. These immediate competencies may never be used in the targeted role, but they are necessary to reach the targeted role.

Developing competence is the traditional domain of educators and, therefore, this book discusses how to do so only minimally. From a career-development perspective, however, some important points about competence are worth highlighting:

1. Competence is more easily acquired when meaning and self-management are in place
2. Notwithstanding #1, the development of competence may lead to the development of meaning
3. Arguments persist about the role of the elementary and secondary education system in developing role-specific competence.

The first point describes a phenomenon you see every day in your classroom. When students find a topic meaningful and are equipped to manage themselves in the learning environment, teaching them is relatively easy. The students are eager to learn and classroom management for these students virtually takes care of itself. This, of course, is the ideal educational context, and it is also the ideal career-development context.

The second statement balances the first one by recognizing that individuals may find a topic area lacking meaning because they have little or no skill in or knowledge of the area. For example, an individual who has never used a computer may have no desire to learn how to use one. The person may not see the relevance of computing to fulfilling his or her values, interests and beliefs, and may be anxious about learning computing because of certain beliefs (e.g., "I'm a techno-klutz. Every piece of equipment I touch, I break."). Cajoling this individual to learn the basics of computing may lead to a belief change (e.g., "I can do a lot on the computer."), the subsequent development of interests (e.g., "You know, this is sort of fun."), and the association of the competence with existing values (e.g., "The computer is really going to help me when I get into the health care area."). Teaching the student with little interest in an area is difficult but exceedingly rewarding when the student begins to see its relevance.

The third statement regarding the role of the elementary and secondary education system in developing role-specific competence warrants considerable reflection. Educators often reflect upon their role in a polarized way:

1. "We should be providing a general education that enables graduates to go forth into the world as good citizens with a broad base of skill and knowledge."
   OR

2. "We should be providing an education that equips our graduates with the specific skills and knowledge they need to enter the workforce."

Proponents of the former, general education view typically see themselves as "true" educators and see proponents of the latter view as "trainers" (who probably are controlled by industry). Proponents of the latter, utilitarian view usually perceive themselves to be realistic pragmatists and perceive proponents of the former view to be overly idealistic "academics."

Examining the issue from a career-development standpoint, it becomes clear that the debate is about a developmental issue and can be resolved by considering the developmental needs of students. First, if Magnusson and Redekopp's view of adaptability is reasonable, an implication for schools is to devote considerable energy to students' self-management fluidity. The abilities to plan, solve problems, get along with others and communicate (some of the many self-management skills) are essential for any transition to work and for functioning as a contributing citizen.[6] This supports the Position #1 view that a general education is desirable. Secondly, if change is constant and, therefore, specific occupations are no longer suitable targets, the instruction of highly role-specific skills (e.g., transmission replacement procedures for the 1966 Chevrolet Impala) has questionable value. These skills likely will be outdated by the time the student enters the workforce. Again, this supports the Position #1 view that general skills are preferable to specific skills. Thirdly, if it is true that students in schools are developmentally unready to make specific choices about work and therefore, that school should provide a safe haven for career exploration,[7] it still makes no sense to focus in on job-specific skill development. Once again, this argument supports the idea of a well-rounded general education held by Position #1 supporters.

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[6] Donald Super (see Suggested Readings, Chapter Two) has a great deal to say on this topic.

[7] This idea will be explored in greater detail later. The essence of the argument is that high school students are developmentally unready to make specific choices about work because their identities are insufficiently solidified and their exposure to the world too limited to allow for reasonable decision making. It can be argued, therefore, that exploration is centrally important in high school because it helps form identity and broaden the students' perspectives.

So what are the redeeming features of Position #2, in which students are directly prepared for workforce participation? First, most students are not ready, willing or able to take the route desired by most secondary schools: "upward" to post-secondary education. Most students leave school (whether they have completed school or not) to enter the workforce or work-specific training (i.e., most students do not go on to post-secondary study). These students feel a need to leave school with some marketable competencies. And this leads to the second redeeming feature of Position #2's workforce preparation approach: Without obtaining marketable competencies, many students find school irrelevant and lacking in meaning. They, therefore, lose motivation for schooling entirely and either drop out or bide their time. Neither alternative assists with the aim of Position #1 or Position #2. Making school meaningful, therefore, is one of the key reasons for maintaining Position #2. Thirdly, by increasing the relevance of schooling for youth through the instruction of marketable competencies, educators can directly and indirectly teach all the attributes desired by the general education approach of Position #1. The student learning to cook gourmet meals in high school also will learn a variety of self-management skills and, by taking other courses, will learn generic competencies applicable to a host of settings.

The resolution of the Position #1 versus Position #2 debate is, therefore, to provide a general education that addresses self-management fluidity and broad-based competencies for all students **and** to provide role-specific competency training for students who will find school to be meaningless otherwise. The big question is not "Position #1 or Position #2?" The big question is "How role-specific do we become when teaching marketable competencies?" Just because a trans-national restaurant chain would love to have every high school graduate knowing how to cook its food and operate its cash registers does not mean that school systems should teach these skills.[8] A balance is needed whereby "practical arts" instruction is based on the most *transferable skills* possible. See **Show Me #11**. "Operate ACME Model #3402-2 cash register" is not a transferable competency; "Operate computerized transaction systems" is a transferable competency.

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[8] A qualifier to this: some students will enter the work dynamic directly and will need specific skills employers will be unwilling to take the time to train. Schools may wish to assume the responsibility of training these students.

This approach is the direction Alberta Education has taken with its *Integrated Occupational Program* (IOP) and *Career and Technology Studies* (CTS) program. The CTS program, for example, is based on a sectoral analysis of the work dynamic (e.g., hospitality, natural resources), rather than on an occupational analysis of the work dynamic (e.g., mechanic, carpenter). This allows for broad-based, highly transferable, competency development and satisfies the aims of Positions #1 and #2.

This apparent dichotomy between general education and career education is a false one that has an enormous political and systemic impact on schools. Career education has, over the years, become synonymous in many minds with "job training," and that is not what it is. Career education is (or should be) everything a good general education is, plus a bit more. Career education should attempt to develop adaptability (i.e., self-management, meaning and competence), and this is precisely the aim of a general educational approach. The difference between career education and general education is that career education focuses on making meaningful links between general education to the work dynamic.

Show Me #11: A Transferable and Marketable Competency

The Centre for Career Development Innovation was asked to analyze the competencies required in the environment sector by Alberta Education in 1992. Having already profiled a sample of 52 environmental roles for a previous study, the centre simply went through the 52 profiles and counted competencies occurring within each role. Interestingly, the third most dominant competency (i.e., the competency that was third most transferable to a host of environmental roles) was found to be "Demonstrate Public Speaking Skills." This is a perfect example of a marketable competency that is transferable (not only within the environment sector, but within a variety of industry sectors) and that lends itself well to the aims of Position #1 educators (e.g., teaching communication skills, analysis, logic, etc.).

For secondary schools the central issue surrounding the competence component of adaptability is determining the most transferable competencies within a rapidly changing society and economy. In order to select these competencies appropriately, educators must be able to analyze the global and local work dynamics. Ways to do so are addressed in a subsequent chapter.

Before leaving this description of adaptability, return to the chart that began this section and fill it in with examples below. The examples come from Jim, a Grade 10 student interested in health care. At the moment, Jim is drawn towards naturalistic and preventative roles in health care such as chiropractic, naturopathy/homeopathy, reflexology and massage. Jim is fascinated with biology, but unfortunately has no patience for the memorization required to master the subject. This will make it difficult for him to acquire the enduring competencies he needs to pursue his vision.

Components of Adaptability

Adaptability Component	**Immediate Perspective**	**Enduring Perspective**
Self-management	• getting along with classmates • dressing to fit in with a peer group	• working within a team on the worksite • wearing a uniform or suitable attire on the worksite
Meaning	• interested in biology labs (not tests or papers) • interested in social events with classmates • values health • believes that he learns slowly	• interested in biology • interested in working with people • values health • believes that education is the key to wellness
Competence	• completing biology labs (following instructions, etc.) • writing lab reports	• knowing human anatomy • knowing human physiology • knowing preventative health interventions • educating others about prevention

Helping Jim and other students develop self-management skills, meaning and competence for now and the future is the aim of everyday career development. This aim is not merely the guidance counsellor's purview. It cuts across all roles in schools, from the librarian to the English teacher to the maintenance staff to the principal. The next section illustrates what your role in everyday career development might be and some general ways to implement that role effectively.

But My Job is to Teach!

If you are overwhelmed by the enormous number of issues you must help students deal with in your day-to-day activities (such as drug abuse, sexually transmitted diseases, suicide, family and student violence, sexual harassment, incest, crime and special needs) the thought of being responsible for career development on top of all this is probably unappealing. But if you bought into any of the foregoing ideas about adaptability, you will recognize that virtually everything you do as an educator has an impact on career development. In other words, you influence career development regardless of your intentions. Integrating active everyday career development into your teaching day will not require you to learn a whole host of new techniques and strategies that need a great deal of planning, implementation and follow-up time. Active everyday career development is more a process of being conscious of the impact of things that you already are doing on your students' career development and adjusting these things to better address students' self-management, meaning and competence needs.

School counsellors and work experience coordinators cannot meet all students' career-development needs. For the most part, guidance counsellors are overwhelmed by students' self-management issues. Most of their energy is devoted to helping students cope with basic living issues in an often frightening and damaging world. This likely will become increasingly so as resources dwindle in progressively restrictive economies. From a career-development perspective, guidance counsellors can most efficiently act as career-development choreographers, mobilizing school staff, parents and industry to implement active everyday career-development. See **Show Me #12** for more detail.

The teacher's role in career development involves two processes:

- actively participating in specific career-development initiatives (e.g., career days) as choreographed by yourself, the school's counsellor or administration

- infusing career development into day-to-day school activities (i.e., doing what you already are doing but with a consciousness of career development).

Your direct reward for implementing these two processes is the increased motivation your students will have for learning when:

- they are allowed to dream and pursue their visions
- their self-management skills improve
- they find immediate and enduring meaning in the classroom.

Teaching and classroom management will become easier and more enjoyable when you have more motivated and self-managed students.

Where do I Start?

The integration of career development with day-to-day teaching activities includes two main components:

- linking the characteristics of the global, national, provincial and local work dynamics with the subjects you teach

Show Me #12: Career Development Choreographer

The idea of the career development choreographer comes from the reality that educators are expected to do more with less. One-to-one career counselling likely will become increasingly rare in schools because of its expense. The career development choreographer can counteract this loss by orchestrating the activities of others involved with youth—providing them with resources, skills, activities and motivation to assist with career development. Below find a prediction of what the career development choreographer will have to do.

1. Develop working relationships with school staff, parents, businesses.
2. Scout for talent (i.e., determine the strengths of people in the community and where their passions lie).
3. Mobilize talent (i.e., secure cooperation, provide direction and motivate the community).
4. Develop partnerships (with businesses, clubs, leagues and other groups involved with youth) for specific tasks.
5. Guide the partnerships (until they can take over).

This is quite different from the traditional role of the guidance counsellor and, although it might be regrettable to see tradition fade away, this new role possesses its own excitement and new challenges.

(From Redekopp, D.E. *The career development choreographer*. Presentation given at the annual general meeting of the Society for the Promotion and Advancement of Career Education, Red Deer, Alberta, 1992.)

- assisting students with their self-management, meaning and competence development within the context of the work dynamic.

Simply put, this means helping students see how your subject area connects to the real world and helping them develop ways that they can connect to the real world.

The next two chapters deal with the "how-to's" of each component. Chapter 4 illustrates ways for you to understand the work dynamic in relationship to your subject areas. Chapter 5 reviews ways to influence students' adaptability in relationship to the work dynamic. To put these two activities into perspective, this chapter ends by examining the process students go through as they attempt to manage their careers.

The Career-Building Process

Figure 1 illustrates a basic model of career building that will help put everyday career-development activities into a meaningful context. Developed by Barrie Day,[9] the career-building model is an attempt to distil the central components of career development in a manner that gets away from the traditional, linear, "assess yourself, assess the world of work, make a decision and implement an action-plan," approach to career planning. Day's model shows the general processes that students go through as they build their careers. Chapter 5 reviews processes to help students with their career building. Understanding this model will help you determine the role of your subject area in students' career-building activities and ways to connect everything you do to the career-building process.

Self-Analysis/Re-Analysis. Although there is no true starting point in the career-building process, self-analysis/re-analysis appears at the top of the diagram because it is the usual beginning point of formal career-building activities (e.g., career counselling). This part of the model addresses all activities associated with self-understanding, ranging from finding out a score

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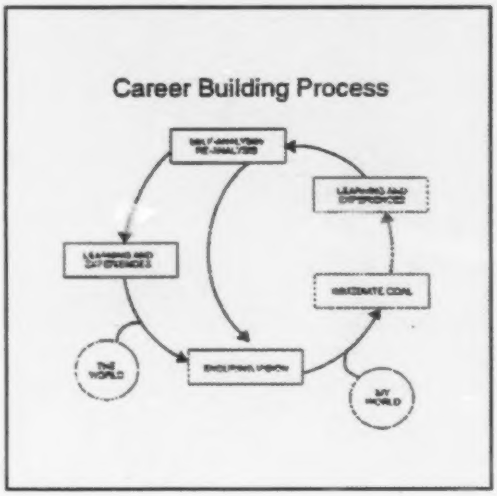
[9] Day, B. *Discovering Career Development*. Edmonton, Alberta: Health & Welfare Canada, AB/NWT Region, 1993.

Figure 1:
The Career-Building Model



on a math test, to debriefing one's performance at a party with a close friend to completing an interest inventory in the counsellor's office. It includes re-analysis because this process is never-ending. Consciously or unconsciously, individuals always are analyzing who they are.

Self-analysis can be accurate or inaccurate, of course. Whether accurate or not, however, individuals will base decisions on their beliefs about themselves[10] (e.g., "I am poor at math"). One of the educator's tasks, therefore, is to help students analyze as accurately as possible, but an equally important task is to help students recognize that they change. The student who accurately reflects, "I am poor at math" needs to recognize that this is an historical analysis, not a predictive one. The generalization "I am poor at math" is based on previous experience (e.g., low grades in mathematics in previous grade levels) and may well reflect previous experience correctly. Educators need to caution students that their self-analyses are here-and-now analyses based on the past, not permanent assessments.

The arrow leading from self-analysis/re-analysis to enduring vision indicates that self-analysis includes dreams for the future. This predictive analysis recognizes the current self's aspirations (e.g., "I really want to work with nature"), and it guides some decisions about which learning and experiences (the next component in the career-building process) to undertake.

Learning and Experiences. Whether in or out of school, students always are learning and being exposed to new experiences. Often, these learning events (e.g., courses) and experiences (e.g., part-time work) are selected based on the students' self-analyses; equally often, they happen by chance. Whether planned or unplanned, however, engaging in learning and participating in new experiences results in several outcomes:

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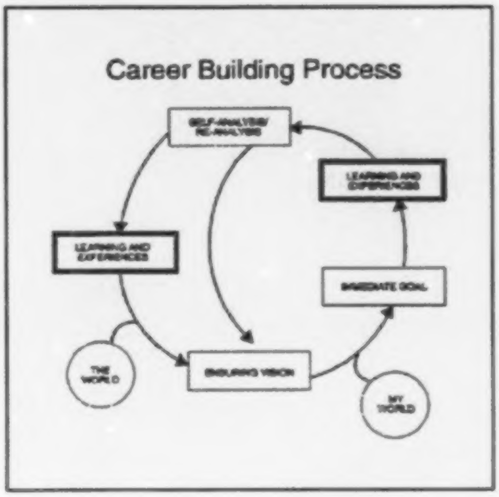
[10] John Krumboltz, a prominent career-development theorist, calls beliefs about the self "self-observation generalizations." Self-observation generalizations include beliefs about many areas, including values, interests and competencies. Sample self-observation generalizations include: "I am good with my hands," "I enjoy big parties" and "I need friends," and "Sooner or later I'll find the perfect job that will be stable for the rest of my life."

- changes in the self
- changes in self-analysis
- progress towards enduring visions
- progress towards immediate goals
- additional learning and experiences.

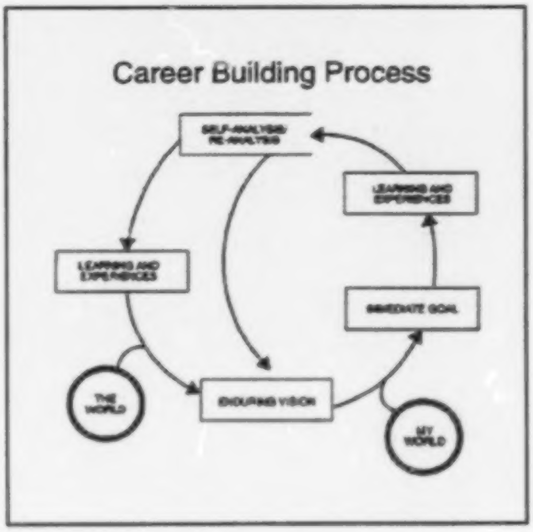
Figure 3:
Learning and Experiences



Significant changes in the self do not occur with every experience or learning event, but every experience or learning event influences the self. The student who takes a drama course and is surprised by how much he or she loves being on stage exemplifies this. When changes do occur, this results in a need for re-analysis of the self. The drama student's thought processes may go something like: "I can't believe what a rush I get when I'm on stage! I always thought I was shy. In fact, I am shy at social events, so what is different about being on stage?" If all is going well, learning and experiences lead the individual toward enduring visions. For example, the drama student may have taken drama because it would force him or her to become comfortable in front of a group of people, a characteristic needed to pursue an environmental role. Refer back to **Show Me #8**, on page 33. They also lead the person toward immediate goals, such as completing the drama course with a passing grade. Upon reaching immediate goals (e.g., completing the drama course), the individual moves toward different learning events and experiences (e.g., volunteering in a community theatre). This, again, creates a need for more self-analysis.

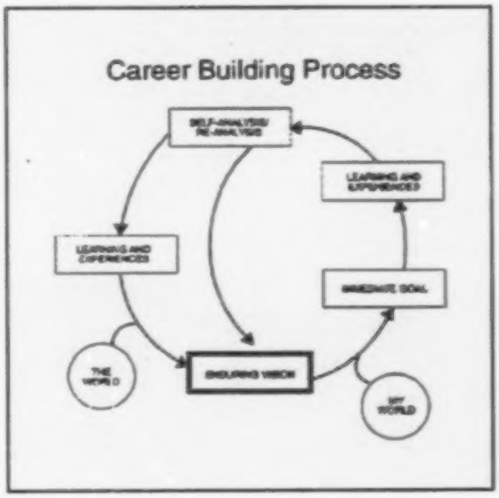
"The World" and "My World". Individuals choose learning events and experiences in order to reach enduring and immediate goals. Enduring visions usually are influenced by individual perceptions of the world, that vague, large and complex environment in which all of life's events unfold. Day distinguishes "the world" from "my world" to account for the important psychological distinction people make between the distant future in a global environment and the immediate present in a local environment. When students think about their enduring visions, they think about future places and times that are not particularly clear in the present. For example, the Grade 10 student dreaming about working with animals in a health capacity is not bound by immediate geographic, social or political limitations. The student can dream in any context he or she wishes. The world may offer virtually limitless opportunities in the field of animal health care. When the student focuses on immediate goals, however, he or she does so in the context of my world. My world for the student possesses specific opportunities and limitations afforded by local geography, economy, politics, culture and the like. There may be bountiful opportunities in animal health care in the world, but a sparsely populated rural environment over-represented with veterinarians, fish and wildlife workers and parks officials precludes the student from seeing any hope of entering the field in my world.

Figure 4:
The World and My World


Career Building Process
SELF-ANALYSIS/ RE-ANALYSIS
LEARNING AND EXPERIENCES
LEARNING AND EXPERIENCES
IMMEDIATE GOAL
ENDURING VISION
THE WORLD
MY WORLD

The distinction between the world and my world is a particularly important one from a work dynamic perspective. Educators play a key role in helping youth connect these two worlds in meaningful ways, doing so without destroying students' dreams.

Figure 5:
Enduring Vision


Career Building Process
SELF-ANALYSIS/ RE-ANALYSIS
LEARNING AND EXPERIENCES
LEARNING AND EXPERIENCES
IMMEDIATE GOAL
ENDURING VISION
THE WORLD
MY WORLD

Enduring Vision. An enduring vision occurs in the context of individuals' dreams for the future. In traditional career planning, the enduring vision usually is

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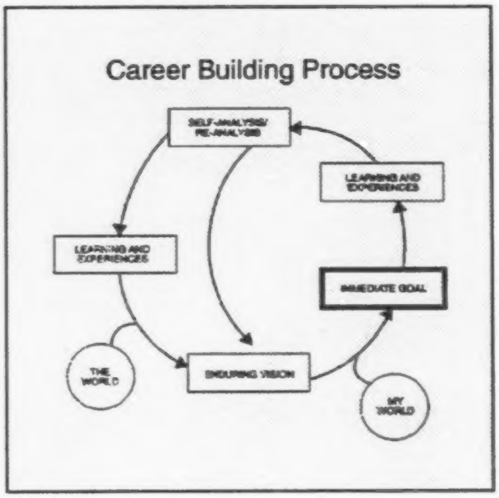
reduced to an occupational goal (e.g., dentist, carpenter, geneticist). In Day's model, the enduring vision is a broad-based, vague, sometimes cloudy picture of life in the future. It includes the work and non-work activities the person will be undertaking and the lifestyle the person will have. Owning a house, raising a family, being wealthy and working in the hospitality industry are all possible components of a vision. One of the educator's roles is to assist students to develop broad visions.

Note that virtually all decisions bring individuals either closer to or further from their vision. The Grade 12 student who decides to buy an inexpensive and reliable used car instead of a new car is making a decision that will influence progression towards the vision. The money saved in buying a used car may better enable the student to pay for post-secondary education and complete the education needed to reach his or her vision.

Immediate Goal. Although many decisions are based on long-range visions, most involve attempts to reach immediate goals. These goals include all objectives in the near future: getting a certain grade in a course, buying a stereo, getting a job or being accepted into a training program. Ideally, reaching each immediate goal should bring the individual closer to achieving his or her vision.

After each immediate goal is reached, the individual inevitably moves onto additional experiences and learning events. Also, the individual learns from the experience of achieving an immediate goal. This leads to further self-analysis/re-analysis and continues the career-building cycle.

Figure 6:
Immediate Goal



Chapter 3 Summary

This chapter reviewed:

- the everyday nature of career development in schools, showing that career development may always be viewed as a part of school activity
- the goal of career-development activities in schools— adaptability
- the components of adaptability, including self-management, meaning and competence, each viewed from immediate and enduring perspectives
- the role of education in career development, arguing that good general education is good career education and vice versa
- the career-building process, including self-analysis/re-analysis, learning and experiences, moving toward enduring and immediate goals and operating within the contexts of the world and my world.

Chapter 3 Exercises

1. Review a recent week of teaching and identify five instances in which you likely influenced the career building of students. Do not include your formal instructional activities in these instances.

2. Identify a student in one of your classes who is not performing as well as you would like. Write a description of the student in terms of immediate and enduring self-management, meaning and competence. Analyze whether or not this description helps you understand the student better.

3. Write a brief explanation (2-4 pages) regarding the equivalence of or relationship between a good general education and good career education.

4. Analyze your previous year in terms of Day's career-building model. Identify your own career-building activities.

Chapter 3 Suggested Readings

Ashley, W., J. Cellini, C. Faddis, J. Pearsol, A. Wiant and B. Wright. *Adaptation to work: An exploration of processes and outcomes*. Columbus, Ohio: National Centre for Research in Vocational Exploration, Ohio State University, 1980.

Bandura, A. "Self-efficacy. Toward a unifying theory of behavioural change." *Psychological Review 84*, 1977. 191-215.

Magnusson, K.C. and D.E. Redekopp, "Adaptability for transitions: Components and implications for intervention." *Canadian Journal of Counselling, 26*, 2, 1992. 134-143.

Schlossberg, N.K. A model for analyzing human adaptation to transition. *The Counselling Psychologist*, 9, 2, 1981. 2-18.

Notes

Chapter 4

Everyday Work Dynamic Analysis

This chapter:

- describes the characteristics of the work dynamic
- identifies work dynamic sectors in your community
- links your subject area to work dynamic sectors
- recognizes and predicts work dynamic trends.

Chapter 4
Everyday Work Dynamic Analysis

The last chapter described two activities required to integrate career development into your teaching day. This chapter focuses on one of these activities: integrating the characteristics of the global, national, provincial and local work dynamics within your subject areas. This chapter addresses the how-to's of:

- understanding the work dynamic
- keeping up with changes, particularly local changes, in the work dynamic
- predicting changes, particularly local changes, in the work dynamic
- connecting the work dynamic to your daily classroom activities.

It is not the intent of this chapter to enable you to be a labour market analyst or a work dynamic analyst. Rather, the intent is to illustrate, from a work dynamic perspective, some practical ways to make use of several things that you do already (e.g., reading the newspaper, watching the news, talking to neighbours).

What is the Work Dynamic?

As described in the introduction of this book, the term work dynamic is used to replace the traditional term labour market. Labour market connotes a linear exchange between supply (i.e., workers) and demand (i.e., employers), and this exchange simply does not occur with the linearity or predictability it once did. Work dynamic reflects the flux of today's world of work and better conveys the feeling that the world of work is more complex than can be described with traditional supply-demand thinking.

In simple terms, the work dynamic is the context in which individuals or organizations acquire wealth (by getting paid, receiving goods or services) specifically due to a set or sets of activities that they perform. All of the following participate in and create the work dynamic:

- for-profit organizations
- not-for-profit organizations
- government organizations
- employees
- self-employed individuals.

This is not particularly helpful, however, in helping students understand the work dynamic and their possible roles within it. Educators, students and others need a more detailed framework for making sense of the work dynamic.

The most popular current approach to the work dynamic is to conceptualize it in terms of sectors, or groups of related industries and/or activities. Canada's new National Occupational Classification (NOC) takes a sectoral approach to the work dynamic, breaking it up into the following functional sectors or skill types:

- legislators and senior management
- business, finance and administration
- natural and applied sciences
- social science, health, education, government service and religion
- art, culture, recreation and sport
- sales and service
- trades, transport and equipment operators and related workers
- occupations unique to primary industry
- occupations unique to manufacturing and processing and utilities.

These are certainly not the only sectors within the work dynamic, nor are they representative of the only possible way of dividing the work dynamic into meaningful pieces. Work dynamic sectors are relatively arbitrary divisions used to help understand a vast array of industries and work roles. In your community, it may make more sense to review the work dynamic from a different sectoral perspective. For example, the town of Stony Plain just west of Edmonton conceives the most important elements of its work dynamic to be within the following sectors:

- crafts
- agriculture
- environment
- tourism
- business services
- health.[1]

This list does not represent the only work dynamic sectors available to Stony Plain, but it does include the most dominant existing ones and ones to come.

The point of everyday work dynamic analysis is not to memorize all possible sectors, but to understand the range of possible sectors in "the world" and the dominant sectors in "my world" (i.e., your community and region). Sector analysis is not correct or incorrect, it is simply useful or not useful. For an educator, a useful sector analysis is one which allows students to see how:

- a particular subject area comes alive in the world of work (e.g., communications within the environment sector)
- different subject areas come together in the world of work (e.g., law and biology within environmental law)
- they can connect meaningfully with the work dynamic (e.g., seeing the possibility of entry-level roles in the environment sector)
- they can move within and between sectors after they have entered the work dynamic (e.g., seeing pathways within the environment sector and from the environment sector to other sectors such as mining). See **Show Me #13**.

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[1] Day, Barrie. Town of Stony Plain Presentation. Paper presented to "Toward 2000 Together," Edmonton Regional Public Forum, 1992.

Show Me #13:
The Saga of George

George Morrison

George Morrison teaches high school physics in Stony Plain, Alberta. George stays on top of current events by reading newspapers, getting news from television and radio, and talking with colleagues, friends and neighbors. George's oldest son is about to graduate from high school, and this transition has caused George to be particularly interested in the economy and work prospects for his son. George has recently been thinking about the news with a different perspective, and this new perspective is influencing his classroom activities.

Something about this different perspective solidified for George when he was visiting his cousin's family in southern Alberta. People in his cousin's community were abuzz about tourism activity in the region, and tourism seemed to dominate the local newspaper, storefront posters and coffee-shop conversation. When George returned to Stony Plain, he decided to pay attention to the local economy.

Wondering how a visitor would perceive the strengths of Stony Plain, he picked up a local newspaper and looked at it with fresh eyes. A scan through the advertisements, which like his cousin's community paper were dominated by agricultural requirements, illustrated for George the strength of the crafts community in Stony Plain. Every second advertisement seemed to be by a potter, weaver, woodcrafter or a metal worker. Having lived in Stony Plain for several years, he knew a number of people who created crafts in their leisure time. He had no idea, however, of the number of people in the community who made a significant living from crafts.

This revelation about the craft sector within his community spurred George to make a phone call to the town's multicultural centre, where many crafts were sold. His two questions, "Does Stony Plain have a disproportionate number of crafts people?" and "Where can I get information about the craft sector in Alberta and Canada?" began his formal work dynamic analysis.

George found out that there were about 400 crafts people in the County of Parkland, of which Stony Plain is a part. The person at the multicultural centre believed this was disproportionately high for a community of only about 15 000 people. His second question elicited a referral to the Alberta Crafts Council in Edmonton and Canada Council for the Arts in Ottawa. The information they sent contained a number of surprises for George.

...continued on the following page.

Show Me #13:
The Saga of George (continued)

George's first surprise was that little analysis had been done on the economy of the craft sector. However, there had been a study on people in the arts, a more general sector. This led George to his second surprise: over 80% of individuals who identified themselves as full-time artists had the same (or higher) income than the average Canadian. George had always associated the adjectives poor and starving with artist. George found the third surprise in an historical analysis of the arts in Canada. He found out that promotion of the arts in education appears to be directly and positively related to the economic competitiveness of the country. The article attributed this connection to the increased marketability of products when the design of these products is appealing.

This information from a single source led George to ponder the connection between his physics courses and the craft sector. Little did he know he was in for a diversion before making the connection.

...continued in the next **Show Me** *box.*

What does this have to do with Anything?

When a sceptical student asks, "What does this have to do with anything?" in a non-genuine tone, it can be irritating beyond belief. Understanding your subject area in the context of my world and the world will better enable you to answer this question. By connecting your subject area to the work dynamic before the question is asked, however, you may be able to preclude the student's need to ask the question.

To see the linkages between your subject area and the work dynamic, take the following steps with your students:

1. determine the competencies (knowledge, skills and attitudes) associated with your subject area
2. keep your eyes open for roles that use these competencies
3. determine meaningful sectors to which the roles identified belong
4. brainstorm and/or research other roles in the sectors identified
5. link the identified roles and sectors back to the competencies in your subject area.

Read on for an explanation of each step.

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1. ***Determine the competencies associated with your subject area.***

You already know the competencies associated with your subject area, so little needs to be said here. However, you and your students may want to check out advanced competencies in your area by reviewing course calendars of post-secondary institutions. This will show you what is being taught at the graduate and post-graduate levels. See **Show Me #14**.

A brief brainstorming session can help identify a wide range of competencies associated with a subject area. See **Lead Me #1**.

2. ***Keep your eyes open for work roles that use these competencies.***

This step requires that you and your students look at the world slightly differently. When shopping, walking through your community, watching the news, using a classroom resource or reading the paper, look for work roles that use competencies in your subject area. For example, if you listen to Peter Gzowski's CBC radio show *Morning Side* on a Friday, you will hear him list about 20 work roles as he thanks the crew who put his show together. These roles range from highly specific technical roles (e.g., sound technician) to broadly based management roles (e.g., producer), and they include a wide variety of skill sets.

As you are driving or walking through your community or neighbourhood, take note of the businesses in the area. Ponder the types of roles they require and the competencies needed to perform these roles. Ponder, too, the suppliers and clients of these businesses

Show Me #14:
The Saga of George—Part 2

To understand the connection between his courses and the craft sector, George began to identify the competencies associated with his subject areas. He began with his favourite, physics. George didn't have time to explore the area thoroughly, but a preliminary analysis identified a number of competencies, such as the following:

- measurement skills
- knowledge of mathematics
- problem-solving
- problem definition
- alternative generation
- alternative selection
- implementation
- evaluation
- logic/analysis skills
- research skills
- technical writing skills
- planning skills.

At first glance, George could not connect these skills in an integrated way with the craft sector. Rather than getting frustrated with the attempt, George decided to look at the connections between these skills and other sectors.

...continued in the next **Show Me** *box.*

and their role requirements. For example, the local drycleaning store has clerks, drivers, cleaners and tailors. But who supplies the drycleaning chemicals, equipment and other supplies? Who creates the processes that drycleaners use? Who maintains and repairs the equipment? Who disposes of the waste products? What kind of skills are needed to perform these functions? This line of questioning will lead you and the students to a vast array of work roles, some of which will be particularly relevant to your subject area. See **Show Me #15 and #16**.

3. ***Determine meaningful sectors to which the roles identified in Step #2 belong.***

Collecting a list of roles that use your subject's competencies is useful, but not nearly as useful as finding a way to organize these roles into meaningful sectors. For example, imagine having shown your class a new videodisc on history. Then, have them look at the production credits. They may find the following roles (as well as many more):

- computer programmer
- narrator
- properties assistant
- costume designer
- set designer
- historical researcher
- cinematographer
- songwriter
- educational consultant.

Lead Me #1: Competency Brainstorm

To have students generate competencies used in your subject area:

1. Create groups of four to six students.
2. Have each group designate a recorder.
3. Explain the task to the groups.
4. Give the groups 10 minutes to brainstorm knowledge, skills and attitudes associated with your subject area.
5. Have each recorder list his or her group's ideas on the board.
6. Quickly review the list, eliminating competencies that do not fit and explaining why they do not fit.
7. Have each student record the final list.

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Now you ask yourself, "In which sector or sectors do these roles best fit?" and you find a variety of overlapping answers:

- education
- entertainment
- film/video
- history.

Say you decide that the entertainment sector is going to be the most useful categorization to use. The next step is to define what the sector looks like. This can require some formal research, but a great deal can be carved out simply by generating ideas with your class. The chart or matrix on the following page results from simply guessing the entertainment sector's components (these can be functions within a sector or sub-sectors) and skill levels. Of course, once completed, the entertainment matrix on the next page should be validated by further research, but it already provides a useful framework for illustrating the work dynamic with students.[2] Some things you can point out with this matrix include:

- Many components within a sector overlap with each other (e.g., music performance/recording and film, video and television overlap considerably as witnessed in any Much Music show).

Show Me #15
The Saga of George—Part 3

George began paying careful attention to the work occurring behind his community's activities. His first insight emerged when he saw the town's snowplow clearing the streets on his way to school. He mentally reviewed the public works functions he was familiar with, like landscaping, groundskeeping, garbage removing and maintaining the sewage system. None of these functions seemed to fit very closely with physics (although there certainly were connections), but he knew that all of these functions relied upon careful planning, measurement, logic and research. The town superintendent was George's neighbour, and the next time George saw him he asked the following question:

G: "I'm trying to figure out how my subject, physics, fits into this community. What I need to know is how all the research, planning and management of public works in Stony Plain is done."

S: "Well, you'd probably be better off speaking with Alice Larson, the town engineer; she does most of the technical research and planning or she contracts people to do it for her. In general, though, we have one town engineer that does all that and people like me make it all happen."

George eventually met Alice and found out some things that led him back to his original quest for physics and the crafts. First, however, the discussion opened up a whole new sector that George had not considered.

...continued in the next Show Me *box*

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[2] Remember the cautionary note in Chapter 2 about the rapid changes in occupations. Occupations appear, disappear and change quickly, so having students focus on specific occupations is less useful than having them examine sectors in the work dynamic. Sectors change, too, but they are more stable than specific occupations.

- Many roles (e.g., sound technician) within a component (e.g., music performance/recording) are directly transferable to other components (e.g., museums, libraries and interpretive centres).
- Many subject areas are involved in any sector and any component within a sector (e.g., historical research skills are essential to film, video and television, music performance/recording and museums).

Entertainment Sector — Rough Sketch

	Component					
Skill Level	Film, Video Television	Music Performance Recording	Theatre & Dance	Sports & Recreation	Museums, Libraries & Interpretive Centres	Visual Arts
Entrepreneur						
Manager						
Operations						
Entry						

Note: The Skill Level and Component labels are quite arbitrary, but they provide a starting point for looking at transferability within a sector (entertainment) comprised of a number of other sectors (e.g., museums, art). Keep in mind that this is just a first sketch; some obvious components may be missing.

Some sectors are more difficult to characterize than others (e.g., the material and process sector's components and skill levels are not obvious), but a rough sketch for any sector can be developed with a little research. The easiest way to do this research is to talk with someone working in the sector. For example, if you wanted to know about the career-development sector, you could ask a career counsellor to delineate the sector in terms of functions and skill levels. Another easy way to determine the nature of a sector is through an information search. Your best bets are:

- the local Canada Employment Centre (CEC), operated by Human Resources Development Canada (which was called "Employment and Immigration Canada" prior to mid-1993)
- the local Career Development Centre, operated by Alberta Advanced Education and Career Development (which was called "Alberta Career Development and Employment" prior to early-1993)
- the local Labour Market Information Centre, operated by Alberta Advanced Education and Career Development
- the Career Information Hotline (Telephone: 422-4266), operated by Alberta Advanced Education and Career Development
- the local libraries (e.g., university, community, school).

Again, the point of all this is not to create a perfect picture of a sector that seems to connect with your community. The point is to provide yourself and your students with a framework that allows you to see the connections among your subject area, roles in the work dynamic and sectors in the work dynamic. See **Show Me #16**.

Show Me #16:
The Saga of George—Part 4

After George met with Alice, the town engineer, one of her examples, dealing with the town's waste, stuck in his mind. Alice had described the many issues about locating waste sites, finding ways to reduce waste, managing waste sites and the enormous costs associated with municipal waste management. Many of the activities she described connected with George's list of competencies in physics, so he asked Alice about the waste management sector and opportunities in Stony Plain. Her response was, "look at the big picture." She suggested that George take a look at the entire environment sector, which she characterized as follows:

	Component		
Skill Level	Research & Development	Policy & Protection	Impact Assessment
Entrepreneur			
Manager			
Professional			
Technician			

As Alice discussed the range of opportunity within the environment sector, George began to realize the enormous number of connections between physics competencies and the environment sector. One of Alice's parting comments got George thinking: "What this community needs to do is connect work in the environment with the crafts and with tourism. I don't know how to do it, but it needs to be done." Unfortunately, George did not have the time to clarify the comment so he had to pursue the issue by himself.

...continued in the next **Show Me** *box.*

4. ***Brainstorm and/or research other roles in the sectors identified in Step #3.***

All the activities listed in Step #3 are intended to broaden your students' views about local, national and global work dynamics. Rather than having students converge on a work-related decision, these activities lead students to diverge in their perspectives. Step #4 leads to a further divergence in perspective. In this step, the idea is to discover the roles within a sector so that it becomes possible to see career paths within that sector and connections with other sectors.

Many roles can be identified in the classroom with a brainstorming session similar to the one described in **Lead Me #1**. See **Show Me #17**. Identify additional roles through discussions with people in the field and research with the information sources listed earlier. Better yet, assign your students the homework described in **Lead Me #2**.

As you and your students fill out the sector sketches, you will begin to see linkages with other sectors that may have escaped your attention. For example, discovering roles in the computing sector will quickly overlap the telecommunications and the entertainment sectors. As each of these sectors emerges, develop sector sketches and have students research roles in these sectors.

Lead Me #2: Student Sector Research

Remember the message to "be an ally?" This homework assignment has students live out that message to gather information about a work dynamic sector.

1. Have students copy a sector sketch after brainstorming for roles, or photocopy the sketch for them.
2. Ask them to use their network (e.g., parents, classmates in other classes, neighbours, relatives) to contact someone who works in the sector.
3. Ask them to show the sector sketch to the person and have the person add at least three roles to the sketch.
4. Compile the results into a more thorough sketch of the sector.

Show Me #17:
The Saga of George—Part 5

George decided to involve his Physics 30 class in his work dynamic research. In his next class with them, George put the environment sector matrix on the board that the town engineer had described for him. He briefly described the matrix and asked the students to list possible roles. He also asked them where these roles would fit in the matrix. Here is what the class came up with in about 15 minutes:

	Component		
Skill Level	Research & Development	Policy & Protection	Impact Assessment
Entrepreneur	• owner - recycling company • inventor	• owner - waste removal company • self-employed environmental consultant	• assessment consultant
Manager	• research director	• fleet supervisor • policy project manager	• town engineer
Professional Technician	• chemist • biologist • physicist • engineer	• biologist • chemist • physicist • engineer	• hydro-physicist • environmental lawyer
Technician	• laboratory technician	• garbage collector • recycled materials sorter	• waste water sampler

It was the inventor role that started illuminating the connection between the environment sector and the craft sector for George.

...continued in the next **Show Me** *box.*

5. *Link the identified roles and sectors back to the competencies in your subject area.*

Since one of the goals of these steps is to be able to answer the question, "What does this have to do with anything?" it is important to establish linkages between the competencies of your subject area and the sectors and roles that you and your class have identified. This is not an elaborate task; it can be achieved by creating an example bank of roles and sectors that correspond to each competency or group of competencies in your subject area. To do this, examine each competency in your list, compare it to the sector information you have and jot down examples of roles or functions and sectors that use the competency. As well, list specific activities related to the competency. To make the example bank particularly relevant, focus on examples that occur within your community. Consider the illustration, on the following page, of a portion of an example bank for language arts.

Competency or Competency area	Sector	Role/component	Example Activity
Interpret poetry	Environment	Environmental Law	Interpretation of laws, contracts
	Entertainment	Scriptwriting	Development of metaphors; different ways of saying the same things
		Set Design	Embedding messages in props and sets
	Hospitality	Waiting Tables	Determining the meanings behind customers' actions

These five steps are designed to provide you and your students with the ability to understand possibilities in the work dynamic and to connect these local and global possibilities with curricula. Before reviewing ways to monitor and predict change in the work dynamic, you can try implementing the five steps. The following pages contain activity sheets that summarize the steps and provide a structure for recording the information you gather.

Show Me #18:
The Saga of George—Part 6

Before George pursued the connections between the environment sector and the craft sector, he began creating a competency example bank that would link the competencies in physics with the work dynamic. Again, George asked his class for help. Part of what they came up with is listed below.

Competency or competency area	Sector	Role/component	Activity
Estimation and Sampling	Environment	Limnologist	Collecting freshwater water and lakebed soil samples Estimating chemical levels in lakes Estimating chemical levels in lake bed soil

...continued in the next Show Me *box.*

Competency List

1. Determine the competencies (knowledge, skills and attitudes) associated with your subject area.

In the spaces below, list a subject of yours and competencies associated with that subject. List skills (e.g., solve polynomial equations), knowledge (e.g., identify equilateral triangles) and attitudes (e.g., prefer thoroughness). Be as specific or as general as is useful for you.

Subject Area:______________________________ ____________________

Competencies:

Knowledge	Skills	Attitudes

Knowledge	Skills	Attitudes

Role and Sector Identification

2. Keep your eyes open for roles that use these competencies.

In the spaces below, list work roles in your community that use the competencies associated with your subject area. Beside each, list the sector(s) to which the role could belong.

3. Determine meaningful sectors to which the roles identified in #2 belong.

Roles	Sectors

Role and Sector Identification (Continued)

4. Determine meaningful sectors to which the roles identified in #2 belong.

5. Brainstorm and/ or research other roles in the sectors identified in #3.

For each identified sector, create a sector sketch using the outline below. Brainstorm components in each sector and create columns corresponding to these components. Also, brainstorm or research skill levels in each sector and create rows corresponding to these skill levels. Then, place the roles you have identified in the appropriate component/skill level cell. Finally, brainstorm or research other roles in the sector and list these in the sketch.

	Component
Skill Level	

Competency Example Bank

6. Link the identified roles and sectors back to the competencies in your subject area.

In the space below, list the competencies in your subject area, sectors that use these competencies, roles that use these competencies, and example activities that correspond to these competencies.

Competency or Competency Area	Sector	Role/Function	Example Activity

Competency or Competency Area	Sector	Role/Function	Example Activity

I Thought You Said "Change is Constant"

The results of your work dynamic research are subject to change. Sectors in your community will rise and fall in dominance, new sectors may emerge and new roles will appear as others fade away. Fortunately, these changes do not occur so rapidly that you need to revise your analyses every day or every week. Most of these changes can be predicted or observed simply by maintaining awareness of work dynamic issues as you keep up with other changes in your community and in the world.

You already keep up with change through one or more of the following activities. Use the following chart to record which activities you use and the scope of information these activities best represent.

Perspective *Activity*	Local	Regional	National	Global
talking with friends, family and community members				
reading the local newspaper (e.g., *Valley Views* in Valleyview)				
reading a regional newspaper (e.g., *The Edmonton Journal*)				
reading a national newspaper (e.g., *The Globe & Mail*)				
reading an international newspaper (e.g., *The International Herald* or *The New York Times*)				
watching or listening to regional and national newscasts				
watching/listening to current events shows on TV or radio				
reading books and reports				
attending conferences, lectures, public forums				

Each activity in this chart can become part of your work dynamic analysis with little extra effort. When engaged in any of these activities, simply ask yourself the following questions:

1. Is it possible that this article/show/talk is even remotely related to career development or the work dynamic? (If "No," stop here; otherwise, continue.)
2. What connection does this article/show/talk have to the work dynamic?
3. What are the global implications on the work dynamic of this article/show/talk topic?
4. What are the national implications on the work dynamic of this article/show/talk topic?
5. What are the local implications on the work dynamic of this article/show/talk topic?
6. How do any of these implications connect with the subjects I teach?
7. How do any of these implications potentially influence my students?

When answering all these questions, think in terms of the present and the future. One of the purposes of this exercise is to predict work dynamic change as well as keep up with work dynamic change. The following two examples that illustrate this questioning process.

Example A:

Newspaper article: "Red Deer man gives birth to his own alien grandson with six heads"
Reader: High school principal

Question #1

Is it possible that this article/show/talk is even remotely related to career development or the work dynamic? (If "No," stop here; otherwise, continue.)

Answer #1

No (although it's always arguable). Skip to the next article.

Example B:

Newspaper article: "Wood boycott heads to Japan"
"A B.C. environmentalist says she is going to Japan to save trees in British Columbia . . . She says she is going to ask Japanese companies not to buy paper from the giant forest products company . . ."

Reader: Joan Bear, Whitecourt English teacher

Question #1
Is it possible that this article/show/talk is even remotely related to career development or the work dynamic? (If "No," stop here; otherwise, continue.)

Answer #1
It seems reasonable that if this environmentalist is successful and Japan boycotts British Columbia forest products, it will have a significant impact on the work dynamic.

Question #2
What connection does this article/show/talk have to the work dynamic?

Answer #2
First, the environmentalist's success may affect the flow of foreign money into Canada, having an overall adverse effect. Second, the woman's success may result in a direct loss of jobs in B.C.'s forestry sector, thereby hurting the B.C. economy. Third, there are bigger implications on the work dynamic generally in terms of the environmentalist versus natural resource worker.

Question #3
What are the global implications on the work dynamic of this article/show/talk topic?

Answer #3
Globally, this article reflects a trend that everyone already knows about—the environmental movement. The article highlights that this movement is a trend rather than a fad and that natural resource industries will need to find new ways of doing things and representing themselves. It also indicates a global trend away from the use of natural resources and towards entirely different means of operating (e.g., less packaging, less paper, more items that are reusable).

Question #4

What are the national implications on the work dynamic of this article/show/talk's topic?

Answer #4

From Canada's perspective, the environmental movement will mean massive restructuring of the economy because traditionally we have been natural-resource based. What if the movement gains even more strength and environmentalists lobby to have the original plains of Manitoba, Saskatchewan and Alberta restored to their natural state? Forestry is just a start for the movement.

Question #5

What are the local implications on the work dynamic of this article/show/talk topic?

Answer #5

Locally, this woman's work will actually be beneficial to Whitecourt, at least in the short-term. As the giant forest companies face boycotts, Whitecourt's own Millar-Western Industries may actually boom for a few years. As one of the most environmentally progressive forestry product companies in Canada, they will be supported or at least ignored by environmentalists—they do not use bleach, re-plant what they cut and no longer engage in clear-cutting. If Japan boycotts the others and buys from Millar-Western, Whitecourt may thrive for quite some time.

In the long-term, even more interesting prospects may be on the horizon for Whitecourt. If Millar-Western is truly an environmentally state-of-the-art forestry company, Whitecourt's economy could prosper as much by technology transfer as by forest product sales. Imagine selling Millar-Western's expertise to other forestry companies in B.C., the rest of Canada, South America, and Eastern Europe! Whitecourt could see an international "Environmental Forestry Training Centre" that would bring people in from all over the world. Then, tourism dollars would pour in as visitors spend extra time for leisure purposes. Hotels, restaurants, tour and travel companies, craft shops and recreational organizations would develop and grow.

Question #6

How do any of these implications connect with the subjects I teach?

Answer #6

In the short-term, these implications do not connect with English directly. In the long-term, however, there are a variety of connections. A training centre with subsequent tourism activities would require educators, marketers and hospitality workers. All these people rely on exceptional communication skills, and that is part of the subject of English.

Question #7

How do any of these implications potentially influence my students?

Answer #7

Little is going to happen because of the proposed boycotting so soon that my Grade 12 students will be directly affected. Forestry product purchasing could shift significantly within the next two to three years, however, and this would have a direct impact on Grade 10 and 11 students. They will be more likely to able to find work in forestry in the community and, of course, the more work there is in forestry the more spin-off businesses there are. This means that many more doors will be open to students in the community.

In the long run, the possibility of becoming an educational, environmental and tourism centre opens up an enormous number of options in terms of career paths within the community. These three sectors will need to be explored further.

This may have taken you a while to read, but it actually takes very little time to ask and answer these questions every time you talk with someone, listen to someone, watch something or read something. The key is remembering to ask yourself the questions, and this requires constant vigilance. To help you develop this habit, use the following activity sheets to ask yourself these questions and answer them after encountering a news event.

One thing you may have noticed about the example questions and answers is that the issue of "correctness" did not arise. But this exercise is more about seeing possibilities and potentials than it is about discovering the absolute truth. In our view, it is not your job to provide perfectly accurate work dynamic information to students; your job is to help them envision potential work for themselves and become motivated sufficiently to go out and see if this potential can become reality. Let your students know that your predictions are tentative guesses and that they will have to find out the future for themselves. As Yogi Berra put it, "The future ain't what it used to be," meaning that predictions about the future are often incorrect. Even though you and your students' predictions may not come to fruition they likely will help students keep more career paths open than they close, help students see a wide range of diverging options, and help students remain open to change and opportunity. See **Show Me #19**.

Show Me #19:
The Saga of George—Conclusion

George was still pondering the connections between the environment, crafts and tourism sector when he discovered hand blown glass that he really liked in a local gift shop. The store owner pointed out that the piece that George liked was made completely from recycled glass, and that the local artist who made it had spent years figuring out the chemicals that needed to be added to used glass to make it workable for blowing. Here was the link between the environment and crafts sectors. Craftspeople could be helped by scientists and engineers through the creation of new materials and processes. In fact, a whole sub-sector of the crafts industry could be created that focused on environmental crafts. George realized that this was already happening, but he started thinking "What if Stony Plain became the centre of all this? That could be the link to tourism." In a flight of fancy, George started imagining an Environmental Craft Studio located on Highway 16 between Edmonton and Jasper. The studio could house a recycling centre, a material research and development centre, a craft studio for artists, and a store that would sell the crafts. Tourists would be intrigued with the idea of environmental crafts and would stop in simply out of curiosity. Students from Edmonton would be bussed in on field trips to learn the processes of recycling and the development of crafts.

George realized that all of this was a long shot and that he certainly was not going to be the one to start it all. However, he also realized the potential in the idea and that someone else would think of it and pursue it. He knew he should at least put the idea to his students, if for no other reason than helping them see possibilities that they might not have thought of otherwise.

A note about George: Although it may appear that George devotes his entire out-of-school life to work dynamic analysis, George's activities are not as time-consuming as they seem. All of the George's activities described in this chapter take only a few hours, and these hours are spread out over a school term or year.

Monitoring/Predicting Work Dynamic Change

Subject(s) I Teach:____________________________________

Article/Show/Talk:____________________________________

1. Is it possible this article/show/talk is even remotely related to career development or the work dynamic? (If "No," stop here; otherwise, continue.)

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2. What connection does this article/show/talk have to the work dynamic?

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3. What are the global implications for the work dynamic of this article/show/talk topic?

4. What are the national implications on the work dynamic of this article/show/talk topic?

5. What are the local implications on the work dynamic of this article/show/talk topic?

6. How do any of these implications connect with the subjects I teach?

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7. How do any of these implications potentially influence my students?

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What about "Focus on the Journey?"

The previous work dynamic analysis focuses on understanding the work dynamic from the perspective of the subjects you teach. The results of this research help students understand what's out there and how your subject areas contribute to work. This analysis adds relevance to your subject areas. To deepen this relevance it is useful for students to understand how journeys are made to and within the work dynamic. This section looks at the work dynamic from the perspective of this journey. This perspective enables students to better see how school leads to work, how work leads to additional work and how work leads to achieving an enduring vision. Helping students with their individual journeys is the focus of Chapters 5 and 6. Here we look at how journeys are generally made.

One of the first steps in helping students see pathways from school to work is to help them understand the pathways or connections between subject areas. Integrating curriculum is a difficult task for students and teachers in a world of specialization, but students need to see how the content of various subject areas is applied in the world of work in order to make school more relevant in their lives. The sector sketches you developed in the previous section help with this because each sector involves functions that bring together many disciplines.

To show students linkages between subject areas, review one of the sector sketches with them. Then, choose a component within the sector and have students generate a list of activities associated with the component. Consider the policy and protection component within the environment sector (shown on the following page). A brief idea-generating session with students will identify a number of activities within policy and protection:

- creating environmental policies
- monitoring compliance with environmental policies
- dealing with infractions of environmental rules and regulations
- educating the public and industry about environmental issues
- monitoring dangers to the environment (e.g., watching for forest fires)
- cleaning up environmental problems (e.g., hazardous waste spills).

Environment Sector Sketch

	Component		
Skill Level	Research & Development	Policy & Protection	Impact Assessment
Entrepreneur	• owner - recycling company • inventor	• owner - waste removal company • self-employed environmental consultant	• assessment consultant
Manager	• research director	• fleet supervisor • policy project manager	• town engineer
Professional	• chemist • biologist • physicist • engineer	• biologist • chemist • physicist • engineer	• hydro-physicist • environmental lawyer
Technician	• laboratory technician	• garbage collector • recycled materials sorter	• waste water sampler

Next, have your class generate a list of skill areas required to perform these activities (see the chart on the following page). The list of skill areas will quickly bring students to the realization that many disciplines/subject areas come together in performing work-related activities. Point out to them the subject areas that merge with any single activity. For example, creating environmental policies requires a strong background in chemistry, biology, physics, English and social studies. Cleaning up environmental problems requires a solid basis in chemistry, biology, physics, English and a number of technical areas.

Activities	Skill Sets
creating environmental policies	information research skills, knowledge of content (e.g. hazardous waste) knowledge of the social environment (e.g. knowing the policies that will be acceptable to the public and those that will not) writing skills oral communication/presentation skills analytical skills synthesizing skills
monitoring compliance with environment policies	knowledge of policy assessment/research skills judgement skills communication skills
dealing with infractions of environmental rules and regulations	knowledge of policy research skills confrontation/management skills knowledge of legal system oral communication/presentation skills technical writing skills
educating the public and industry about environmental issues	knowledge of environmental issues marketing skills presentation skills motivational skills facilitation skills general audience writing skills
monitoring dangers to the environment (e.g. watching for forest fires)	observation skills judgement skills knowledge of environmental dangers oral communication skills technical writing skills

Activities	Skill Sets
cleaning up environmental problems (e.g. hazardous waste spills)	knowledge of environmental hazards safety skills technical equipment skills driving/vehicle operation skills knowledge of disposal policies oral communication skills technical writing skills

Showing students how school subjects interconnect is not simply an exercise in justifying existing curricula. The ability to make these connections between one set of subjects/skills and another set of subjects/skills is the basis of career path development! This is what students will be doing the rest of their lives as they progress through their own career paths. Career path movement requires that they continually ask themselves "Given my vision, and the skill set I currently have, what additional skills will increase my ability to reach my vision?" You start this questioning process by showing the relationships between and among school subjects.

You can nurture this questioning process further by discussing the development of career pathways from school to work to additional work. Start by pointing out two key principles of career path development:[3]

- career paths are driven by one's "heart" (values, beliefs and interests)[4]
- knowledge, skills and attitudes allow career paths to develop.

In other words, when people have the opportunity, they move through career paths because they see each move better fulfilling their values, beliefs and interests. Knowledge, skills and attitudes do not cause career path movement; they simply allow movement to occur.

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[3] Redekopp, D.E. and J.B. Day. "The development of a Career Path Matrix with Life-Role Analysis." *Sixteenth National Consultation on Vocational Counselling Papers* (M. Van Norman, Ed.). Toronto: University of Toronto, 1990.

[4] Robert Hoppock, a prominent career development theorist put the same point a different way: Occupational choices are made on the basis that one choice will better meet a need than another choice. We see needs reflected in values, beliefs and interests.

Your students then need to review a variety of work dynamic sectors, looking first for those sectors that seem to correspond to their hearts. You can help them with this by re-examining the sector activities and generating a list of values, beliefs and interests associated with those activities. An example follows below:

Activities	Values, Beliefs & Interests
creating environmental policies	values: environment sustainable development people beliefs: economic growth and environmental protection can co-exist good policy leads to effective procedures interests: working with ideas working with people writing/creating

Once your students find sectors that correspond to their hearts, have them look at entry points into the sector. For example, look at the environment sector skill levels:

- technician
- professional
- manager
- entrepreneur.

Individuals can enter the environment sector at any one of these skill levels, depending on their educational backgrounds and/or experience. Once they are in the sector, they can move considerably within the field. For example, a student who wants to work immediately after high school can review technician roles (e.g., silviculture) for entry points that require the least formal education. The student can enter at that point and begin moving within the skill levels and functions of the environment sector by acquiring competence (knowledge, skills, attitude) and further training or education. Another student may want to enter at the professional level. This student would review professional roles for correspondence to the heart and probably plan for a post-secondary education in the sciences.

The key concern here is to encourage students to explore divergent options that will enable them to see possibilities for fulfilling their immediate goals and enduring visions. Career pathing involves keeping doors open through appropriate work and educational choices. The next two chapters discuss how to help students directly with these choices.

Chapter 4 Summary

This chapter reviewed:

- the nature of the work dynamic
- methods for linking school subject areas to the work dynamic
- methods for describing the local work dynamic
- methods for monitoring and predicting work dynamic change
- methods for integrating curriculum within the analysis of the work dynamic.

Chapter 4 Exercises

1. Complete the following worksheets: Competency List, Role and Sector Identification, Role and Sector Identification Continued, and Competency Example Bank.

2. Complete the activity Monitoring/Predicting Work Dynamic Change for at least three articles/shows/talks.

3. Have one of your classes generate a list of activities and skill sets for a sector related to your subject area as described on page 76.

Chapter 4 Suggested Readings

Employment and Immigration Canada *National Occupational Classification*. Ottawa: Canada Communication Group, 1993.

Hoppock, R. *Occupational Information* fourth edition. New York: McGraw-Hill, 1976.

Popcorn, F. *The Popcorn Report*. New York: HarperCollins Publishers, Inc., 1992.

Notes

Chapter 5

Career Building

This chapter will enable you to:

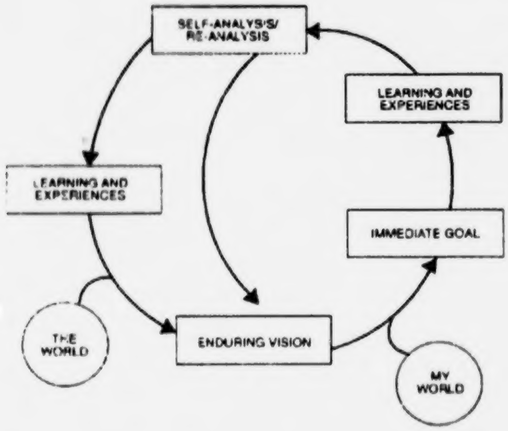
- assist students with self-analysis/re-analysis
- assist students with learning and experiences
- assist students to connect their enduring visions with "the world"
- assist students to connect their immediate goals with "my world."

Chapter 5
Career Building

This chapter answers the question: "How do I help students with specific career-development issues and decisions?" Chapter 1 provided a perspective of global trends; Chapter 2, a view of career development; Chapter 3, an overview of career development in the school context; and Chapter 4, a description of work dynamic analysis. Now all this is pulled together to review specific strategies for helping students build their careers. Day's career-building model (described in Chapter 3) is used to introduce ways to help students with every step in their career-building process. Again we use the idea of everyday career development. Ways are described to assist students that involve enhancing your daily activities from a career-development perspective rather than introducing a host of extra activities for you to undertake.

Refer again to the following illustration of Day's model of the career-building process:

Career-Building Process



Remember, don't feel compelled to undertake all of the activities described in this chapter on a regular basis. More activities are described than you probably have time to use in day-to-day teaching. Try each activity and regularly implement the ones you and your students are comfortable with.

How Do I Help with Self-analysis/Re-analysis?

David Tiedemann, one of the originals in the career-development field, argued that career development is comprised largely of two processes: differentiation and integration. To put his premise in simple terms, career development involves the abilities to:

- make distinctions about various characteristics of oneself (differentiation) and the world
- put these characteristics together in unified ways (integration).

Differentiation and integration are most easily illustrated with an example from physical development. Watch a baby try to reach an object sometime. The baby uses the whole body to move toward the object because the baby cannot differentiate arm, hand, leg and head movement very well. Then, watch professional dancers and notice how they can move virtually any part of their bodies independently of other parts of their bodies. They can do this because they can differentiate various of muscle groups. Notice too, how they combine these movements, therefore integrating them in different, unified ways as they move from one dance to another.

For a non-physical example, six-year-olds are generally more poorly differentiated than 18-year-olds. Six-year-olds want to be firefighters, police officers and doctors because they look at these roles from only one perspective: excitement. Eighteen-year-olds can look at these roles in all their differentiated complexity, examining the knowledge, skills, attitudes, values, beliefs, interests and other requirements of these roles. Six-year-olds are likely to act on the basis of a single emotional need, whereas most 18-year-olds can put together information about their emotions, situational requirements, their thoughts and others' concerns before they act.

The self-analysis/re-analysis assistance you provide students is all about helping them differentiate. Self-analysis will help them identify and make distinctions between characteristics that they possess. See **Convince Me #5**. These distinctions will enable them to better integrate in different ways as they move through a variety of learning events and experiences.

Convince Me #5: Asset Identification

Self-analysis may seem to be a relatively simple task, but consider all the assets that one needs to keep track of when pondering work-related activities:

- personal qualities
  - physical characteristics
  - personal characteristics
- attitudinal qualities
  - values
  - beliefs
  - interests
- abilities
  - activities
  - skills
- knowledge
- experiences
  - paid work
  - volunteer
  - educational
  - personal
- material assets
  - financial assets
  - materials owned
- network
  - friends
  - acquaintances
  - contacts

Differentiating these and putting them together in a variety of ways is a large part of the career-building process.

(From Redekopp, D.E. "Track to the Future Evaluation Report." Paper submitted to Employment and Immigration Canada, 1993.)

Three activities that can help students self-analyze are:

1. encouraging students to examine and describe their school performance
2. helping students identify competencies they use in school performance
3. encouraging students to talk with and observe individuals in a variety of roles.

Each activity is reviewed in detail on the following page.

1. Encourage students to examine and describe their school performance.

Helping students with self-analysis can begin with one of the most common activities in schools: evaluation. You are already continually providing assignments and tests for students so that you and they can determine their learning status. A small twist on this process can transform evaluation into a conscious career-building activity.

One way to introduce self-analysis into the evaluation process is to occasionally have students analyze their own assignments and tests (but without an answer key!). Analyzing their own school work will help them acquire the mind-set and skills they need to analyze themselves generally. To introduce this process:

- Give students an assignment or test that you would normally give
- After they complete the assignment or test, have them go through their own assignment or test and list the strengths they demonstrated through the assignment
- Follow the strengths assessment with a list of things that they would do differently if they could do it over
- Provide feedback regarding their self-analysis
- Follow up with students whose self-analyses are largely inaccurate.[1]

For example, consider science lab assignments that require performing and recording experiments. Every once in a while when your students turn their lab reports in, return the reports and ask students to review them for all the things that they did well. You also can have them reflect back on how they performed the experiment and look for strengths there. Then have them list the things they would do differently. For example:

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[1] This process has been adapted from Redekopp, J.P. *Supervision based on Self-Initiation and Self-Analysis*. Edmonton, Alberta: Life-Role Development Group, 1989.

Strengths	Areas to Consider
wrote legibly	the results section isn't clear; need to describe results better
described the method clearly	sloppy measuring; need to take more time when taking measurements
cleaned up the lab equipment	got in trouble because I was messing up other people's labs after we finished; need to goof off less
got along with my lab partner	
finished the lab quickly	

After students have finished, have them turn in their self-analyses with their assignments. Review their self-analyses and provide as much descriptive feedback as time allows. For example, under "cleaned up lab equipment," you might jot down, "Agreed, but I noticed that you didn't put the equipment back in the right place." Beside "the results section isn't clear," you might write, "Yes, but the results are reported accurately; they just are not connected to the purpose of the experiment."

Descriptive feedback provides students with information (rather than judgment) that they can use to check the accuracy of their self-analyses. They can use your feedback to confirm or modify their self-analyses with the ultimate goal of learning to self-analyze without someone else's help. Students whose self-analyses appear to be quite inaccurate (e.g., a student who perceives no strengths) require your follow-up. Meet with these students individually to provide them with more detailed feedback and suggestions regarding areas of inaccuracy. Then, the next time you give a self-analysis assignment, pay special attention to general changes in their self-analyses.

Done once or twice throughout the school year, this exercise will teach your students how to actively review performance, determine their strengths, determine areas to improve and use feedback from others. If you have time, try having your students review all the self-analysis exercises at the end of the year so that they can monitor their own growth and development.

2. *Help students identify competencies used in school performance.*

Helping students identify competencies complements the preceding self-analysis exercise. When they self-analyze, students are unlikely to have the patience to identify all the competencies that they perform well and those that need improvement. You can help students gain a more thorough understanding of their accumulating assets by providing them with lists of the competencies they are acquiring. This information will enhance their self-analysis and help them gain a greater awareness of their assets.

Probably the easiest way to help students in this regard is to provide them with a list of the competencies required to perform each assignment that you ask them to self-analyze. If you are truly ambitious, provide them with a list of competencies required for every assignment or test they complete.

Consider a social studies assignment in which students are required to track the passing of a bill in Parliament (i.e., How is the bill drafted? Who drafts the bill? What channels does the bill go through?). The assignment requires that students follow the news and use information they have about the parliamentary system to understand the flow of decision making. After completing the assignment, the students self-analyze as described earlier. Then, when the assignments are returned, each student receives a list of key competencies associated with the assignment. For example:

Knowledge	Skills	Attitudes
describe the official process by which legislation is created	analyze news sources	prefer to participate in democratic processes
describe the informal or unofficial processes used to create legislation	use reference information sources	prefer thoroughness
describe the influence of lobby groups on the creation of legislation	find information sources	
describe the impact of partisanship on the creation of legislation	link policy with implementation	

Students can use this list of competencies to further self-analyze. It may contain competencies that they simply did not think of when undertaking their initial self-analyses. Students can also accumulate these lists over the school year and add them to their personal portfolios of assets. See **Show Me #20**.

3. ***Encourage students to talk with and observe individuals in a variety of roles.***[2]

Self-analysis is not an entirely "navel-gazing" task. Sometimes the best way for students to learn about themselves is to seek out new experiences and see how they feel. In this way, students are not analyzing in a vacuum. Other people doing various things can provide a basis of comparison for students questioning their own identities and assets. Having students observe and interact with people in the work dynamic provides students with mirrors in which they can see themselves in different ways.

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[2] Note: This section describes probably the most difficult tasks for students. First, if many other teachers in your school ask students to undertake these activities, students may feel overwhelmed. A coordinated approach among teachers may, therefore, be necessary. Second, these activities require a considerable degree of analytical ability which may be beyond some students. You may wish to modify the activities to suit your students' needs or role-play them in class before having students conduct their interviews.

Show Me #20: Personal Portfolios

"Personal portfolios" are paper or computer files that list students' assets. See **Convince Me #5**. *Get a Life*, developed by NOICC in the United States; *Track to the Future* and *Creating Self-Portraits*, developed by the Centre for Career Development Innovation in Edmonton; *Student Profile*, developed by Strathcona County School Division in Sherwood Park, Alberta; and *Michigan's Portfolio System* all are examples of portfolio systems. If your school has this type of system in place, add your competency lists to these files. If your school does not, you may want to create your own file system for your students.

To encourage students to interact with individuals in various roles, and to make this activity relevant to your subject area, try a student assignment that begins with you and your students' local work-dynamic analysis (Chapter 4):

- Have each student identify two people who perform work or volunteer roles in one of the sectors related to your subject area
- Have each student interview and/or observe the two people, looking specifically for ways that a competency list from your subject area applies to their work roles
- Ask each student to identify whether or not he or she might find each task discovered in these work roles interesting and valuable.

The most difficult part of this assignment from your students' perspective is likely going to be identifying and contacting the two individuals. Making cold calls to people can be quite trying for insecure or shy youth, so make this easier for them. Help them avoid having to make cold calls by using students' networks. Virtually every student has friends, neighbours or relatives who also have friends, neighbours and relatives. Every student, then, should be able to contact someone in a work or volunteer role through these friends, neighbours or relatives. The student then is introduced to the targeted people rather than having to approach them.

For example, consider a student in social studies who wishes to interview or observe someone in municipal government. Consider, also, that the student lives on a distant farm and has had little opportunity to develop a network of friends within the school's town. The first step for the social studies teacher is to connect this student with the classroom network by asking the class if anyone knows someone in municipal government or someone who knows someone in municipal government. The teacher then asks the classmate who answers "yes" to introduce the student to his or her contact. Contacts are made and cold calls avoided with this method. See **Lead Me #3**.

Lead Me #3: Contact Scripts

Networking can be facilitated by providing students with scripts for introductions and queries. For example, a student introducing another student to a contact may find the following telephone script useful:

Hi, Mr./Ms (name), this is (student's name) calling. I'm phoning to ask a favour of you for a school assignment. I've been asked to introduce a classmate of mine, (classmate's name), to you so that she can ask you some questions about your work. Do you mind if I give (classmate's name) your number?

Scripts can take some of the anxiety out of the introduction process and increase the likelihood that students will complete the assignment.

Once contact is made, have your students call and/or meet their contacts with one of the competency lists you have created. Ask the students to interview their contacts about connections between the competency list and their roles. A sample query posed to a journalist for a local newspaper follows:

Student:	Another skill on this list is "Find information in libraries." How does this apply to your work?
Journalist:	It depends what your teacher means by the term library. I don't use public libraries a great deal because I need more specialized information when I do background research to a story. I use government and university libraries a lot, though, and being able to navigate my way through those is absolutely critical to finding recent, accurate and relevant information quickly. Think about it—about a quarter of the information I need for a story comes from printed information that I can find in various libraries. The

> faster I can do this, the more time I can spend interviewing people. So, yes, being able to find library information is critical. I need to know what types of information various libraries hold, how to access that information with computer or manual indices, how to narrow my searches so I'm not pulling up all sorts of irrelevant garbage, and how to get to the information once an index tells me where it is.

Ask students to tape or jot down notes about competency connections (and validate these with the next individual they interview) and, before they turn in their assignments, ask them to go through the list of related tasks to identify interest and importance levels. To identify how interesting they find each task, have them place an:

- "L" (like)
- "N" (neutral)
- "D" (dislike)

beside each task. To determine how valuable they find each task, have them place an:

- "I" (important)
- "N" (neutral)
- "U" (unimportant)

beside each task. This exercise will lead them to reflect on themselves and help them distinguish between activities that are simply enjoyable versus those that are important. An example follows:

Competency	Related Task	Interest	Value
Find information in libraries	Know which libraries hold which information	D	N
	Create narrow searches	L	I
	Use indices	N	U
	Locate information	L	I

This exercise, completed two or three times a term, accomplishes a number of career-development objectives besides self-analysis:

- increased student networking
- increased student contact with the work dynamic
- increased exposure to a variety of roles
- increased relevance of school curricula.

How do I Help with Learning and Experiences?

In Day's model, learning and experiences appear twice: once immediately after self-analysis/re-analysis and once immediately before self-analysis/re-analysis. In between these learning and experiences events, your students either are getting closer to or farther away from their enduring and immediate goals. They also are learning a great deal about themselves when they reflect upon these experiences in self-analysis/re-analysis.

You help students with the "learning" component of learning and experiences every day. Chapter 6 reviews how you can help them choose learning events most appropriate to their immediate and enduring goals. In this section only one strategy is provided for dealing with learning and experiences: helping students undergo diverging career-building experiences.

Encouraging diverging career-building experiences

From a career-building perspective, high school years should be characterized by active and diverse career exploration. Youth need to be exposed to a wide variety of options so that they can better establish enduring goals, see the possibility of reaching immediate goals, keep their options open and learn about themselves. One of the most important things you can do as an educator is to help students envision a divergent array of options in the world of work and in life generally.

The last activity of the previous section (encouraging students to talk with or observe individuals in a variety of roles) is one of the best methods to promote divergence.

Here, this activity is taken a step further to develop a greater breadth of exposure for students. To have your students expose themselves to diverse work dynamic roles, have them:

- Ask their contacts from the previous exercise to name two other people who perform different roles within the same sector
- Ask their contacts from the previous exercise to name two other people who perform related roles, but in a different sector
- Contact these four individuals and conduct brief in-person or telephone interviews.

These three steps will help students to see:

- possible career-path movement within a sector
- possible career-path movement between sectors
- possible work role and/or work-function options
- diverse options within the work dynamic.

The first two parts of this exercise are quite straightforward. For example, the journalist interviewed earlier might respond to these queries as follows:

Student: My teacher asked me to ask you to name two people whom I could talk with who perform a role like yours, but in some other field.

Journalist: You mean someone who writes and does research, but who's not in the media business?

Student: Yeah, I think so.

Journalist: Okay, I know a fiction writer who does a lot of the same things I do, but for completely different purposes. I guess you'd put her in the entertainment business. Her name is Sue Chan. You want me to give her a call to let her know you'll be calling?

Student: Yeah, that would be great. I can't stand phoning people I don't know.

Journalist: Tell me about it. You get used to it with practise, though. Anyway, another person is Joe Pizarro. He's a training guy who writes all sorts of training manuals. His role is actually quite similar to mine as well, but you'd probably put him in the education business. I'll give him a call, too.

Student: One last question. Can you give me the names of two people in your business who do something different than you do?

Journalist: Sure, that's easy. Len Flynn is the editor of the paper. He'd probably talk with you. And for something completely different, how about Lise Goguen? She's our marketing rep for advertisements. I'll let them both know you're going to get a hold of them. Let me write down all these names and numbers for you . . .

When your students contact these four people, have them create a brief portrait of each role by using the following four questions. These can be asked in-person or over the phone:

- What happens when you perform your role well? or What is the goal or outcome of your role? or How do you know when you've done a good job?
- What is meaningful, important and/or enjoyable about your role? *or* Why do you find your role valuable? *or* What is fun about your role?
- What kinds of activities do you undertake to reach the goals or outcomes of your role? *or* What do you actually *do* to reach the goals of your role?
- What kinds of skills and knowledge do you need to be able to do your job well?[3]

Below find an example interview with Lise Goguen, the marketing representative of the local newspaper:

Student: What is the goal or outcome of your role?

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[3] Adapted from Redekopp, D.E. and K. Magnusson. *Life-Role Analysis*. Edmonton, Alberta: Centre for Career Development Innovation, 1989.

Lise: That's easy. If I do my job well, I get more advertisements in the paper and more regular advertisers in the paper, and these things mean the paper makes more profit.

Student: What is meaningful, important and/or enjoyable about your role?

Lise: I could go on a long time about that, but the short story is that it's exciting to make a sale. There's something about the challenge that I find really enjoyable. I guess, too, it's important to me to see community newspapers survive. We're all being taken over by the big companies. I want to see community involvement in my work.

Student: What kinds of activities do you undertake to reach the goals or outcomes of your role?

Lise: Again, I could on a long time about that, but generally, I identify potential advertisers. I try to show them the value of advertising in our paper. I provide them with options that best meet their needs, and then I try to close a sale.

Student: What kinds of skills and knowledge do you need to be able to undertake those activities effectively?

Lise: Communication skills, communication skills and communication skills. I could break these out for you, but the bottom line is you have to be able to read people, get along with people, persuade people and let people know that you can meet their needs.

Students can track the information they obtain through these interviews in the following manner:

Newspaper Marketing Representative

Goals	Activities	Skills and Knowledge	Meaning
• higher numbers of advertisements • higher numbers of long-term advertisers • increased profit	• identify potential advertisers • show potential advertisers the value of advertising • provide options to meet needs • close the sale	• communication skills • read people • get along with people • persuade people • show people you can meet their needs	• excitement and challenge • community involvement is important

This portrait provides only an overview of the role, but it is sufficiently comprehensive to give the student an idea of what the role is all about and why the student may or may not find it fulfilling. (On the following page is a portrait sheet for students' use.)

Role:______________________________

Contact:______________________________

Goals	Activities	Skills and Knowledge	Meaning

When the students have completed this assignment, have a few of them report back to class. Ask them to focus on possible career paths within a sector (e.g., from journalist to editor) and possible career paths between sectors (e.g., from journalist to training program developer). This will give your class a much broader perspective of the work dynamic from a first-hand viewpoint.

How Do I Help with the Enduring Vision and "The World?"

Most people think of decision making when they think of long-range planning:

- "What should I be?"
- "What should I do?"
- "What steps should I take to get to where I want to be?"

Many people feel compelled to have firm answers to these questions and feel anxiety ridden until they do. One of your jobs is to help students separate the answers to these questions from the decision-making process. One can answer any of these questions without making a decision! For example, one can answer the question "what should I do?" with "change political systems" or "educate others" or "repair things," knowing that these are only tentative answers that provide some direction to current decisions. No decision has been made, however, by answering any of the above questions. In fact, it can be argued that very few big decisions are ever made and when they are, they almost always are made in the context of hundreds of little decisions. Look at the decisions involved in taking a part-time job at a fast-food outlet:

1. Decide to look for a part-time job
2. Decide to look for a job with certain outlets rather than others
3. Decide to develop a résumé rather than just filling in application forms
4. Decide what to put in the résumé
5. Decide to get application forms
6. Decide to complete the application forms
7. Decide to turn in the application forms

8. Decide to accept an interview
9. Decide to prepare for the interview
10. Decide to attend the interview
11. Decide to show one's best side in the interview
12. Decide to take the job offer
13. Decide to show up on the first day
14. Decide to continue working in the job.

Taking on a part-time job is not a big decision, yet it involves a number of little decisions. Further, at which point in the above decision-making process had the person actually decided to take on a part-time job? It can be argued that the decision to take on a part-time job never really occurred; it was simply the outcome of 14 other decisions.

The point of all this is to illustrate that high school students need not decide about their futures. What they need to do is to look at every decision they make in the context of what they want their futures to look like. They also need to generate possible futures for themselves so they know the general direction in which to head. You can best help students establish and move towards their enduring visions by encouraging them to dream, change their minds and ponder the future without committing to whatever they come up with. You can help them with this by:

- removing the pressure to make the big decision
- helping them explore possible enduring visions
- helping them connect their enduring visions with the world.

1. Removing the pressure to make the big decision

We can recommend no single intervention that will remove the pressure on students to make the big decision. Removing this pressure is more a day-to-day activity that requires you to monitor and respond to your students' views of their futures. For example, when one of your students shows signs of distress because he or she does not "know what to be," remind the student that it is necessary only to keep options open, not make a decision. Or, when a student refers to becoming an "X" or a "Y" in conversation, remind the student that a host of roles could fulfill the same values, interests and beliefs as "X" and "Y." For another example, when a student places excessive pressure on himself or herself to excel in a course, ask the student what the motivation is. If the student is responding to internal pressure to do well so that a particular educational pathway can be pursued (e.g., medicine), you may wish to take the student aside and reassure him or her that not getting into medical school the first time is not a life-threatening event.

No specific tactics or strategies remove this pressure. Rather, allowing students the freedom to dream without commitment is more a matter of looking for teachable moments in the classroom, gym, hallway and parking lot. See **Show Me #21**.

2. *Helping students explore possible enduring visions*

Students often restrict themselves from adopting satisfactory enduring visions because they have little information about possibilities. Of the thousands of work roles available, most students have been exposed to only a few hundred and consciously aware of probably less than 100. The work you did in Chapter 4 provided considerable assistance in helping students open otherwise closed doors. Students need more than exposure to opportunity, however, to ensure that they explore many possible futures.

Show Me #21: A Hallway Intervention

One of the authors, Dave, was struggling in university with the decision to become either a teacher or a psychologist. A professor noticed Dave's distress and asked him what was up. After listening to the dilemma, the professor responded, "It sure would be interesting to go to India and travel around there for awhile, wouldn't it?" Initially irritated with the question, Dave asked what India had to do with anything. The professor explained that hundreds, if not thousands, of options were open to Dave, not just the two that Dave was posing for himself. He then asked, "If you won a lottery tomorrow, what would you do?" and this prompt helped clarify many possibilities.

This intervention lasted only a few minutes, but it was one of the single most important career-development events in Dave's life. It gave him an entirely different perspective on making choices about the future. Although the intervention occurred in a university setting, the same principles apply to the high school setting.

To help students explore possible enduring visions, try the following visioning exercise with your students.

1. Ask your students to get comfortable, close their eyes if they want to and relax.

2. While they are settling in, talk about the future, perhaps 10 or 20 years from now. (See Chapter 1 for help with this). Paint a picture of what the future might be like.
3. Ask students to visualize themselves in this future: What are they doing? Where are they living? What kind of lifestyle are they leading? What are they doing in their leisure time? What are they telling their kids or nephews/nieces about their accomplishments?
4. Ask the students to write a paragraph or two about their future visions and store this description in a safe place. You may want to provide a sample such as the following:
    - own a house
    - live in the country
    - own riding horses
    - married
    - have two or three kids
    - work with people
    - organize events, parties, ceremonies
    - write fiction on the side
    - make a decent living.

This simple exercise helps students think about the future without having to commit to anything in the future. If you have the time, it is worthwhile to repeat this exercise two to four times throughout a school term. This will help your students see that their visions change as they gain exposure to new possibilities.

3. Helping students connect their enduring visions with "the world"

As mentioned earlier, students often feel a certain degree of anxiety when they do not know what they want to be. One way you can help with this anxiety (without having a student prematurely make the big decision) is to offer your help to the students who engaged in the preceding visioning activity. We do not recommend that you insist that all students turn in the results of the visioning exercise, but it can be quite helpful to offer your assistance to those who want help or clarification.

Those students who seek out your help likely will be ones who are feeling anxious about a lack of focus or about the realism of their visions. You can reassure them by reviewing their vision descriptions and helping identify roles and sectors that use their preferred activities. Consider a student whose dream is to work outdoors in a wildlife research capacity, but who has become extremely discouraged because of government budget cuts and a general trend away from research for research's sake. She took up the biology teacher's offer to get help with her vision:

Student: You know, this visioning exercise has me worried. I've thought since junior high that I would be a wildlife biologist. I've always wanted to study animals, hopefully in far-off places. But since we did that work dynamic research for your class, I've noticed all sorts of articles in the papers that indicate this type of research is going to be funded less and less. By the time I graduate, I doubt there will be any pure research funded anywhere.

Teacher: What's your draw to pure research?

Student: I don't think science should be influenced by money or profit. Science should just help us know more about things.

Teacher: Okay, so knowledge is important to you, whether it's practical or not. So, the first thing to think about is how to keep the pure research door open just in case your predictions about funding cuts are incorrect. I guess what I'm saying is don't try and change your dream just because it may seem less likely that it will come true. Keep that dream alive, but generate some alternate dreams if you need some reassurance. For example, I went to school with a fellow who's now an environmental consultant. For the last few years, he's been studying wildlife on a contract basis on behalf of Native communities who are working on land claim settlements. Now, it sure isn't pure research—he has specific clients who want specific information. However, he has his own research agenda that he follows while he's doing his applied research. It's not as much as he would like, but at least he's doing some pure research.

Now, don't get me wrong. I'm not for a minute suggesting you should be an environmental biologist or anything else for that matter. What I am saying is that I could help you research some roles that may be more viable than the one you had in mind, but that would still fulfill your values, beliefs and interests. Also, I could help you research some roles that might be stepping stones to the pure research role that you want.

Student: That would be great. How do I start?

Teacher: It's all an issue of networking. Create a list of questions for my biologist friend and I'll fax them to him . . .

Notice that this type of discussion has nothing to do with decision making, goal-setting or action planning. The effort is intended only to keep a dream alive and provide some reassurances that research may uncover possibilities closely related to the original dream.

How Do I Help with Immediate Goals and "My World?"

The key issue in helping students set and achieve immediate goals is to help them recognize that virtually every decision they make leads them closer to or farther away from their enduring vision. When setting immediate goals, the question to ask is "What is the impact of this decision on my enduring vision?" This applies to virtually every decision a student makes: What clothes should I buy? Are they good enough to wear to a job interview? Are they good enough to wear to a job? This does not mean that all decisions should be made on the side of advantages to work. It simply means that long-term issues should be considered before making a decision.

With respect to my world, the work you did in Chapter 4 helps connect the students with where they are, their enduring visions and their immediate goals (at least with respect to your subject area) as they pertain to the local work dynamic. You can extend this work by helping students understand how immediate goals achieved within my world connect them to the world in the long run. In other words, we are back to a derivative of the earlier question, now posed as: How do immediate goals achieved in my world connect me with achieving my enduring vision in the world?'

Since an enormous part of my world for students is the school environment, many immediate goals are related to course selections and achievements. Chapter 6 focuses on assisting with these decisions. Many decisions remain beyond those relating to classroom activities, however.

Helping students understand the relationships between their immediate context and their long-term prospects is a task requiring continual reinforcement. You must be vigilant in constantly reminding students who seek your help to take the time to link their immediate goals to their enduring visions. This applies whether a student seeks your advice on dropping or taking a course, looking for work, looking for a volunteer experience, choosing extra-curricular activities or whatever else.

You can ask students a general series of questions when they seek your help. The following list applies to virtually any goal or decision for which students seek assistance.[4]

- What will you get if you choose to do X?
- What will you get if you choose whatever is not X?
- What might you lose if you choose to do X?
- What might you lose if you choose whatever is not X?
- How will getting what you will get contribute to reaching your dream?
- How will losing what you might lose move you away from reaching your dream?
- What alternatives have you considered to X? (Then, move through the questions again with each alternative.)

The following example illustrates how these questions apply to a student who has asked the physical education teacher what type of ski equipment to buy.

Teacher: You look less than impressed with life, Jamie. What's up?

Jamie: I'm trying to make a decision which, if I was rich, wouldn't bother me a bit. But as it is, it seems like a life or death decision.

Teacher: Let's hear it.

Jamie: Well, you know I'm really into skiing, right? The problem is, I have really lousy equipment and I feel like I won't be able to get where I want to go unless I have good equipment. The problem is, to buy good equipment I'm going to have to use some of my savings that are set aside to get me through university. So, I want good equipment, but I don't know whether I should buy it.

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[4] Some obvious exceptions are those that ethically require some prescribed responses, such as issues regarding suicide, substance abuse or sexual assault.

Teacher: What will you get if you buy really good equipment?

Jamie: Simple—I'll get to ski better and I'll get to try out more moves. If I can do that, I can do better in races and eventually maybe make a name for myself. I don't have a hope of competing at high levels with the junk I own now.

Teacher: What will you get if you don't buy really good equipment?

Jamie: I'll at least be able to pay for university.

Teacher: And what will you lose if you buy really good equipment?

Jamie: I'll certainly lose money, but I may also lose the opportunity to go to university, at least until I get more money.

Teacher: What will you lose if you don't buy really good equipment?

Jamie: I'll lose out in terms of competitive skiing. I simply can't compete with the equipment I have.

Teacher: How will competing at a high level get you closer to whatever your long-term dream is?

Jamie: I know it sounds silly, but my dream is to ski at the Olympic level. I want to be that calibre of skier someday. The only way to get there is to practise and compete. I know I can't ski forever, so part of my dream is to move into sports journalism once my skiing days are over.

Teacher: How will being unable to compete move you away from your dream?

Jamie: Like I said, if I can't compete, I just can't even get close to my dream.

Teacher: What alternatives have you thought of to buying really good equipment right now?

Jamie: Well, I could buy better equipment than I have that's less good than I want, or I might be able to find a sponsor . . .

This conversation would continue until all the alternatives are exhausted. But even if it stops here, the teacher has helped the student connect immediate goals (buying good equipment), my world (Jamie's financial status, university fees) and the enduring vision (Olympic calibre skiing). Making the decision is not your responsibility as teacher.

This question-and-answer process can help students with various issues without requiring that you become a counsellor, therapist or advisor. Students often are helped a great deal simply by having someone they respect acknowledge their concerns, and they are helped further if they are reminded to ask themselves certain questions about their decisions.

This completes the description of day-to-day interventions that can help students move through the career-building process. None of them are particularly elaborate or difficult, but they all help students understand who they are, the environment around them, and their future possibilities. The next chapter looks specifically at the learning part of learning experiences by describing ways to help students with education and learning planning.

Chapter 5 Summary

This chapter reviewed methods to:

- assist students with self-analysis/re-analysis
- assist students with learning and experiences
- assist students to connect their enduring visions with the world
- assist students to connect their immediate goals with my world.

Chapter 5 Exercises

1. Complete 2 of the 3 activities described in the section How do I Help with Self-analysis/Re-analysis?

2. Complete the activity described in the section How do I Help with Learning and Experiences?

3. Complete activity #2 described in the section How do I Help with the Enduring Vision and "The World?"

4. Next time a student comes to you for decision-making assistance, try the questioning series described in the section How do I Help with Immediate Goals and "My World?" Write a summary of the conversation.

Chapter 5 Suggested Readings

Gelatt, H.B. "Positive Uncertainty: A New Decision-Making Framework for Counselling." Journal of Counselling Psychology, 36, 2, 1989. 252-56.

Gysbers, Norman C., and Earl J. Moore. "Beyond Career Development—Life Career Development." *Personnel and Guidance Journal*, 53, 9, 1975. 646-652.

Redekopp, J.P. *Supervision based on Self-Initiation and Self-Analysis*. Edmonton, Alberta: Life-Role Development Group, 1989.

Notes

Notes

Chapter 6

Help Them Learn Within, Beside and Beyond School

This chapter will enable you to:

- assist students with planning-to-learn
- identify learning options within high school
- identify learning options beside high school
- identify learning options beyond high school.

Chapter 6
Help Them Learn Within, Beside and Beyond School [1]

The visible and pressing career-related issues for today's youth centre on course choices within high school and learning/work choices after leaving high school. These decisions about immediate goals have a tremendous impact on their possibility of achieving enduring goals. Unfortunately, they make these choices at an age when it is difficult to postpone immediate gratification in order to keep future possibilities open. Students, therefore, often make decisions that close future doors or that force them to do considerable backtracking.

The ideas and activities explored in Chapters 4 and 5 set the stage for helping students make appropriate learning choices. They do so by enabling students to:

- Continually reflect on what they have, what they want and what they need
- Create an enduring vision
- Set immediate goals that will move them towards their enduring vision
- Recognize opportunities in my world that link with opportunities in the world.

Planning learning and experiences flows naturally from these efforts, but this planning may be complicated by the various educational rules, guidelines and options through which students must navigate. You can help them navigate by being familiar with educational pathways and requirements, and by encouraging students to make realistic choices that keep as many options open as possible.

This chapter reviews learning options from three perspectives:

- within high school (i.e., making high school course and program selections)

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[1] "Beside" is used to refer to all out-of-school learning activities which occur when students are attending high school.

1. *Frame the discussion in career-building terms.*

Individual. Whenever a student approaches you to discuss learning choices, frame the discussion within the perspective of career building. Remind the student that virtually all learning decisions are also career decisions; ideally, every choice brings the student closer to achieving his or her enduring vision.

Group. In a group setting, start the group session with the same reminder: learning decisions need to take place within the context of students' enduring visions. You may want to show and explain Day's career-building model to the students before proceeding to the next steps.

2. *Review the students' enduring vision.*

Individual. Before discussing specific learning choices, have the student review his or her enduring vision (i.e., long-term dream) with you. Remember that the enduring vision is the student's broad-based dream of life in the future; it need not and probably should not include a specific occupational goal. If the student has no enduring vision, you may wish to refer the student to counselling services to get help in developing one.[3] Developing an enduring vision then will become the first learning activity to plan.

While the student is describing his or her vision, try to link work dynamic sectors that fit with the vision. For example, if the student discusses the desire to work with animals, a number of work dynamic sectors such as environment, recreation and agriculture might come to mind. Jot these down for future reference.

Group. In a group setting, you will be unable to review each student's vision. You may ask for several volunteers to review their visions and have the class brainstorm work dynamic sectors that appear to link with these visions.

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[3] If it is impossible to refer the student for this kind of assistance, direct the student to appropriate self-help resources. A number of resources are listed in **Appendix A1**.

in this chapter. As you do so, discuss possible ways that each learning option may bring the student closer to his or her vision. For example, the student who wants to work with animals may not have considered some important beside high school learning options such as orienteering and outdoor survival skills. These skills may open up some work options the student had not considered.

Group. Repeat the above procedures in a group setting. Emphasize the importance of researching a variety of options.

6. Help the students make learning choices.

Individual. Now that the student has reviewed all possibilities, it is time to get to the business of choosing learning options. Although there are a number of ways to do this, a straightforward method is to move from each potential post-high school end-point to the present, and review the implications of each learning path. Possible end-points after high school include entering:

- the workforce (always with the possibility of going back to some type of schooling)
- a degree program
- a technical program
- a trade/apprenticeship program.

By working from each potential end-point to the present, a learning pathway will be developed for each that identifies possible high school courses, informal learning experiences, and the level of achievement required, beginning with where the student is now.

Then review each learning pathway with the student for:

- the number of options it keeps open for the student
- the achievability of the next step in the pathway.

The best learning choices optimize both of these factors. For example, the end-point that opens the most doors for the student who wants to work with animals

Group. This is the most difficult step to perform with a group. The best you will be able to do is guide the group through the above procedures, focusing on the preceding questions.

7. Help the students develop back-up plans and support strategies.

Individual and Group. Students who have chosen difficult learning pathways need back-up plans and support mechanisms to help them through the rough times. For example, a student pursuing a university-oriented pathway may need to consider the back-up option of completing high school in 3½ years rather than three if coursework becomes overwhelming. Also, the student may need support with regards to study skills, tutoring and stress management.

Give the students enough time to ensure that they have identified back-up plans and have considered the support that may be needed. Many students end up doing poorly in school or dropping out because of a lack of support rather than because of their inability to perform.

These steps may seem quite general and vague right now. They will become more applicable, however, after you read the following sections on learning options.

What are the Possible Learning Pathways?

Students enjoy a myriad of learning options. The following sections try to make sense of these options by grouping them into the following categories:

- learning within high school
- learning beside high school
- learning beyond high school.

Each of these categories connects and overlaps with the others, but they provide a useful system for helping students understand options available to them.

Learning Within High School

Junior High

To explain the various options and requirements of learning we need to begin with opportunities within junior high. The program is designed to provide all students with a body of k and attitudes that meet their many needs, capabilities and asp students are required to take six core courses and at least thr courses. Detailed information regarding the junior high scho programs is found in the *Guide to Education: Junior Hi*

Grade 9 students should be prepared gradually for senior hi registration. During the life careers component of the healt are provided with opportunities to link self-knowledge and s occupational roles. Refer to Alberta Advanced Education an Development's *It's About Time* for lists of subject-related oc mathematics: accountant, engineer, teacher, computer servi insurance underwriter, etc.).

Other learning activities that could help students make inform regarding selection of senior high school courses include:

- an information session in January or February with Gra parents and senior high school representatives to expla school system and programs offered by their schools
- arranged visits by Grade 9 students to senior high sch
- an open house at the senior high school in March to e programs, courses and options to Grade 9 students and
- a buddy system to facilitate visits in which the Grade 9 classes at the senior high school for a day
- assisting each Grade 9 student in planning courses fo and registering for Grade 10.

You are encouraged to be creative and sensitive to student needs to ensure a meaningful transition to high school. Decisions should emerge from a consultative process involving the student, the parents and the school staff. Refer to the *Guide to Education: Junior High School Handbook* and the *School Act* for more information on student placement and promotion.

An alternative program worth describing in detail is The Integrated Occupational Program (IOP). This program is available to students in some school jurisdictions and is not well understood by many parents and educators. This program is intended for students who experience difficulty learning in the regular junior high program and who learn best in an integrated, concrete learning setting. Starting in Grade 8, these students may take four core courses and at least two of the three available IOP practical arts courses as follows:

Integrated Occupational Program Core and Practical Arts Courses

Core

- English Language Arts
- Social Studies
- Science
- Mathematics

Practical Arts

- Technical/Occupational
- Business Education
- Personal and Public Services.

The IOP core courses focus on the development of concepts, skills and attitudes necessary for everyday living at home, in the community and on the job. The practical arts courses introduce students to the concept of entrepreneurship. They also develop an awareness of the eight occupational clusters addressed in the senior high school IOP occupational courses. This orientation helps them prepare for entry-level job opportunities in various trade and service areas. In junior high, students may apply their knowledge, skills and attitudes in real-life situations by participating in work study as part of a school course made possible through a school-community partnership.

For more information, refer to the latest edition of the Alberta Education document, *Integrated Occupational Program Manual for Administrators, Counsellors and Teachers.*

Senior High

Graduation Requirements

Students who enter high school prior to the 1994-95 school year may work toward one of two types of high school diploma or a certificate, upon successful completion of a prescribed program of instruction:

- General High School Diploma
- Advanced High School Diploma
- Certificate of Achievement.

Consult the *Guide to Education: Senior High School Handbook* for details on the requirements for each of the above.

Possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a post-secondary institution. Advise students to check admission requirements in the calendar of post-secondary institutions as early as Grade 9 or 10 and plan their senior high programs accordingly.

The New Diploma

Students entering high school during or after the 1994-95 school year will work toward a new diploma — the Alberta High School Diploma.

In the spring of 1993, Alberta Education approved a one diploma system in an effort to meet the changing needs of society. The General Diploma has been perceived as being "second rate" and lacks provisions for recognizing high student achievement. There were also concerns that students working toward an Advanced Diploma were restricted in course choices and couldn't specialize in areas of strength where they would be most likely to succeed.

Students who started Grade 10 prior to the 1994-95 school year may work toward the Alberta High School Diploma (the new diploma), or may continue to work toward a General Diploma or an Advanced Diploma until the General and Advanced Diplomas are phased out by August 31, 1997. Beginning in the 1994-95 school year, the Alberta High School Diploma will be available to qualifying students.

The introduction of the Alberta High School Diploma does not affect students working toward a Certificate of Achievement. The Certificate of Achievement will continue to be awarded to students who complete the Integrated Occupational Programs (IOP). To earn this certificate, students must complete a minimum of 80 credits in designated core and occupational courses in the series numbered 16-26-36. A combination of IOP courses with courses from higher level course sequences may also be acceptable. The credits earned in IOP may be applied toward an Alberta High School Diploma.

Alberta High School Diploma Requirements

The Alberta High School Diploma is awarded to students meeting the requirements outlined below. To earn an Alberta High School Diploma, a student must:

- earn a minimum of 100 credits
- complete and meet the standards of the following courses:
    1. English 30 or 33 or Français 30
    2. Social Studies 30 or 33
    3. Mathematics 20, 23 or 24
    4. Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20
- complete and meet the following standards:
    1. Physical Education 10 (3 credits)

2. Career and Life Management (CALM) 20 (3 credits)
3. 10 credits from career and technology studies (CTS) or fine arts or second languages
4. 10 credits in any 30-level courses (including locally developed courses) in addition to English 30 or 33 and Social Studies 30 or 33.

Changes In Diploma Requirements

Some requirements for the Alberta High School Diploma are the same as those for the Advanced and General Diplomas, while others differ. Students continue to require:

- a minimum of 100 credits
- English 30 or 33 or Français 30
- Social Studies 30 or 33
- Physical Education 10
- Career and Life Management (CALM) 20.

The following changes to the mathematics and science programs recognize the increasing importance of mathematics and science skills:

- the minimum credit requirement will be 10 credits, a 25 per cent increase in each of these two subjects
- assessment guidelines will be provided to schools to ensure students are evaluated with greater consistency throughout the province.

Recognizing the importance of a broad general education, this new diploma requires students to fulfill the remaining credit requirements from a variety of courses and subjects. This selection must include:

- 10 credits in career and technology studies (CTS) or fine arts or second languages or any combination of these courses

- 10 credits in any 30-level courses, including locally developed courses, special projects, work experience and co-operative education, in addition to English and social studies.

Additional Information

The following provides additional information on meeting diploma requirements.

- Francophone students may use Français 30 instead of English 30 or 33 to meet the diploma requirements. However, these students must use English 10, 20 and 30 or English 13, 23, and 33 to fulfil the 10-credit requirement from career and technology studies (CTS) or fine arts or second languages.
- The mathematics requirement—Mathematics 20 or 23 or 24—also may be met with any 10-credit combination of mathematics courses that includes Mathematics 13 or 10.
- The science requirement—Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20—also may be met with any 10-credit combination of science courses that includes Science 10.
- The requirement—10 credits from career and technology studies (CTS) or fine arts or second languages—also may be met using some locally developed courses.
- The requirement—10 credits in any 30-level courses in addition to English 30 or 33 and Social Studies 30 or 33—also may be met using a number of French courses. These courses are listed in the Second Languages section of the *Guide to Education: Senior High School Handbook*. For further information, contact the Language Services Branch of Alberta Education (424-2940).

For more information about the Alberta High School Diploma, refer to the *Alberta High School Graduation Requirements* booklet.

The Transcript of Achievement

The Transcript of Achievement will be redesigned for the 1994-95 school year in order to provide clearer information regarding courses and marks obtained by students. Courses will be grouped by subject area to show a student's major areas of focus. The new transcript will indicate if a course series for the core subject areas (English, social studies, math and science) is designed primarily for students planning to attend university or a technical school, or for those planning direct career entry. This information will be very valuable for post-secondary institutions and employers.

Alberta Education will issue French language versions of the Alberta High School Diploma, the Certificate of Achievement, and the Transcript of Achievement to graduates of Francophone programs.

The new transcript format will recognize high levels of student achievement. **Honours** will be printed beside each course in which a mark of 80 per cent or higher was achieved. Refer to *Alberta High School Graduation Requirements* for more details about the new transcript.

Senior High School Programs

In order to help students develop an effective educational plan, you must understand the credit and course numbering system in Alberta. In four subject areas—English, social studies, mathematics and science—there are different course sequences developed for a variety of purposes, each having varying degrees of difficulty. The different course series are numbered as follows:

- Course series numbered 10-20-30 and 31 are designed to be the most complex and rigorous.
- Course series numbered 13-23-33 are less complex and rigorous than the 10-20-30 course series but more rigorous than the 14-24 course series.
- Course series numbered 14-24 are less rigorous than 10-20-30 series or 13-23-33 series courses.

- Course series numbered 15-25-35 are always locally developed and are not defined by rigor or complexity.

- Course series 16-26-36 are always IOP related.

The Guide to Education: Senior High School Handbook contains information regarding various programs and courses. Some of these programs/courses include:

- **Challenge Programs (International Baccalaureate, Advanced Placement Program Examinations)**

  Some schools offer a challenge beyond the academic sequence for capable students. This challenge can be provided through the International Baccalaureate Program, or by preparing students to challenge the Advanced Placement Program examinations. Alberta Education supports the intent of these programs. For further information, contact the Curriculum Standards Branch of Alberta Education.

- **Career and Life Management (CALM 20)**

  This course is a requirement for the diploma and certificate programs. The core curriculum consists of six interrelated themes:

  - Self-Management
  - Well-Being
  - Relationships
  - Careers and the World of Work
  - Independent Living
  - Human Sexuality.

  Schools may expand the core curriculum to four or five credits by integrating one or two of four optional modules:

  - Dealing with Crises
  - Entrepreneurship

- Consumer and Investment Choices
- Cultural Bridges.

The Careers and the World of Work theme provides an opportunity for education that helps students develop their career-building skills.

- **Work Experience Programs**[5]

The work experience program of studies has three major components to enhance a student's in-school studies with on-the-job experiential learning activities in business, industry, government and community service:

- Work Study is undertaken by a student as an integral part of an approved school course.
- Work Experience 15-25-35 are separate courses taken for 3 or 5 credits.
- Cooperative Education was an option available to some local school authorities under the Job Entry section of the Canadian Job Strategy Program. In order for a student to gain the 200 hours per year for Cooperative Education, the following new Work Experience courses have been created:
    - Work Experience 15A (Cooperative Education)—8 or 10 credits
    - Work Experience 25A (Cooperative Education)—8 or 10 credits
    - Work Experience 35A (Cooperative Education)—8 or 10 credits

In each case, the learning activities are supervised cooperatively by a teacher coordinator and employer. In order for these three components to succeed, a well-developed partnership between the school and the community is required, as is classroom preparation prior to actual work placement and debriefing following work placement.

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[5] The term "Off-Campus Education" may begin to be used to encompass "Work Experience" in the near future. Off-Campus Education will include work experience and other forms of off-campus learning.

For more information about work experience, refer to the *Work Experience Program Teacher Resource Manual.*[6]

- **Career and Technology Studies (CTS)**

CTS is a new program being made available to junior and senior high schools during the period 1993-1997. CTS provides schools with more opportunities to offer programs that will meet students' needs by expanding on the present junior high school practical arts courses (business education, home economics, industrial arts and vocational education). After 1997, the present practical arts courses will be phased out. CTS is organized into approximately 20 strands. Courses from two strands, Enterprise and Innovation, and Tourism Studies are available for optional implementation in the 1993-94 school year. Courses from all strands are scheduled for full implementation in Alberta in 1997 and will help prepare students for future study and careers in skilled service and technical fields. As with work experience programs, CTS involves community partnerships.

- **Integrated Occupational Program (IOP)**

IOP is a five-year program that begins in Grade 8 and continues through Grade 12. Although most students will have completed the junior high IOP, students may enter at the Grade 10 level. At the senior high school level, students take courses in the 16-26-36 sequence. The core courses include English language arts, social studies, mathematics, science, Physical Education 10, and Career and Life Management 20, for a minimum of 27 credits. At least 40 credits must be from the occupational clusters. In all, the student must earn at least 80 credits for the Certificate of Achievement, including 40 credits in occupational courses selected from the following eight occupational clusters:

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[6] An "Off-Campus Education Guide" will be available in the future, subject to approval.

- Agribusiness
- Business and Office Operations
- Construction and Fabrication
- Creative Arts
- Natural Resources
- Personal and Public Services
- Tourism and Hospitality
- Transportation.

Community partnership is integral to all IOP courses.

- **Registered Apprenticeship Program (RAP)**

The Registered Apprenticeship Program provides opportunities for students to become apprentices while attending high school and working toward the Certificate of Achievement or a high school diploma. Apprenticeship is a process of learning while earning and learning while doing. It combines on-the-job experience with related technical training. In the workplace, apprentices work under the supervision of experienced and qualified journeymen. The apprentices' earnings increase as the value of their labour increases. The length of apprenticeship varies with each trade (one to four years). Educational requirements vary depending on the trade. Students are advised to obtain as much education as possible, as many employers prefer to hire high school graduates. Some trades require the applicant to write an entrance exam.

Preliminary career-building activities are necessary (although they are not mandated) before actual participation in RAP. Students must determine where their values, interests, skills and abilities lie. As with any other career/personal decisions, students need to research roles to determine if the trade chosen will satisfy their needs, interests and expectations. Educators need to guide students exploring possible work roles within a particular trade such as practising journeymen, entrepreneurs, instructors, coaches and managers. Educators also must help students develop the skills necessary to discriminate between "dead-end" entry level jobs and those which branch into other career paths.

When an individual, in consultation with an educator, has selected a trade, he or she must then find an employer willing and able to provide the necessary on-the-job experience and guidance/supervision. The next step involves the registration of the student apprentice with Alberta Apprenticeship and Trade Certification. NOTE: School jurisdictions wishing to offer RAP must conform to the policies and procedures in the RAP Information Package.

When an application is approved, a contract outlining terms and conditions of employment is signed by the apprentice, the employer, and Alberta Apprenticeship and Trade Certification. After leaving school and upon successfully completing the apprenticeship program, graduate apprentices receive a Certificate of Apprenticeship. Depending on the trade, graduate apprentices will also receive a Certificate of Proficiency or a Certificate of Qualification.

For more information concerning the Registered Apprenticeship Program and specific trades, consult the RAP Information Package and Alberta's Apprenticeship Programs booklet (available from Advanced Education and Career Development).

- **Distance Learning**

The Alberta Distance Learning Centre offers a wide variety of courses for students who are either attending school in Alberta or who are not enrolled in a school. The *Handbook for Non-Classroom Students* provides details about registration guidelines, course options, fees and evaluation procedures, including diploma examinations, etc. Distance learning may be a viable option to meet student needs. For example, a student may want to take courses not offered by his or her local school, or may find it difficult to schedule a course needed to enhance his or her career building process. This program also provides opportunities for home-based learning.

Transfer Points

Students must achieve a mark of at least 50 per cent in a course in order to take the next high school course in that sequence. However, there are occasions when a transfer to a more appropriate level of challenge is necessary. Provincially developed programs are designed to accommodate transfer between course sequences at particular points. For example, a student may transfer from the English Language Arts 10-20-30 sequence after Grade 10 and register in English 23 for the following year (or vice versa).

Refer to the latest edition of the *Guide to Education: Senior High School Handbook* for recommended transfer points in the following senior high school programs:

- English Language Arts
- French as a Second Language
- Mathematics
- Science
- Social Studies
- Occupational Program to Vocational Education or CTS.

Note: Each school board shall have a policy regarding transfer points.

Retroactive Credits

In specified course sequences only, senior high school students who have achieved a mark of less than 50 per cent in a course either may repeat the course or (subject to the approval of the school principal) take a course in an alternative sequence. Students who successfully complete the next higher level course in an alternative sequence will receive credit for the prerequisite course. For example, a student who failed Mathematics 10 may take Mathematics 23 as an alternative. Upon passing this alternative course, he or she will receive credit for retroactive credits in Mathematics 13.

The Guide to Education: Senior High School Handbook identifies the specific course to which the concept of retroactive credits may be applied.

Waiver of Prerequisites

In certain circumstances, a principal may waive prerequisites for a specific student. The conditions for doing so are:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies

- judgments are made on an individual basis, not for an entire class of students

- it is in the student's best interest[7]

For example, a principal may waive the prerequisite for Mathematics 20 for a student, meaning the student does not have to take Mathematics 10. If the student successfully completes Mathematics 20, the student will be granted credit for Mathematics 10.

Second Language Challenge Assessments

Students who possess the knowledge, skills and attitudes required by second language courses may, in some cases, take a local challenge assessment to receive credit for second language courses without actually taking the courses.

Learning Beside High School

One often neglected area in planning-to-learn is the learning that takes place outside of school. Comparatively little space is devoted to learning beside high school here, simply because there are not as many rules and regulations as with other learning options. However, it is an exceedingly important area; be sure to include learning beside high school when you are helping students plan other educational options. Some examples of areas to consider include:

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[7] Alberta Education. *Guide to Education: Senior High School Handbook 1993-94.* 1993. p. 67.

- on-the-job training through part-time work
- informal learning in part-time work
- skill-specific training (e.g., first-aid, swimming)
- informal learning through clubs and organizations (e.g., camping, entrepreneurship)
- informal learning through self-initiated activities (e.g., working on bikes, sewing, car repair, computer).

More details on these follow:

On-the-job training. Students can gain a great deal of skill and knowledge through employer-based training programs. Many educators do not realize the extent to which some employers conduct rigorous training or the extent to which this training is transferable to many settings. Service skills training provided in many organizations, for example, can provide students with highly transferable interpersonal, communication, telephone, marketing and customer relations skills. (Remember the transferable skills for the information age discussed in Chapter 1.)

Informal learning in part-time work. Formal training is not always necessary for substantial skill development. Many students learn an enormous amount on the worksite; often they simply need help recognizing and planning this learning. For example, the word processing skills that students can acquire performing summer secretarial work can be powerful assets when writing papers in university or college.

Skill-specific training. A host of formal learning options are available to students, and these can add to their assets considerably. There are too many options to list here, but consider some of the following:

- St. John's Ambulance first-aid training
- Royal Life Saving Society
- Red Cross swimming

- boating safety
- cardiopulmonary resuscitation (CPR) training
- art and drawing
- food-safe training
- Heimlich manoeuvre training
- driver training
- music lessons
- business training
- Yoga
- Tai Chi
- personal development.

Informal learning through clubs and organizations. Students need to consider the learning potential of clubs and organizations. Some examples include:

- YMCA/YWCA
- boy scouts
- girl guides
- boys and girls clubs
- religious youth clubs
- organized sport teams.

Informal learning through self-initiated activities. Students can learn an enormous amount through activities they undertake on their own. Hobbies and sports provide opportunities for skill development within a safe context. Students who work on their own bicycles, for example, are responsible only to themselves if things go wrong. This allows for a great deal of experimentation that may be unavailable in other settings. Where students often need assistance with this type of learning is in planning ways they can improve their learning. For example, students often are unaware of the many self-help materials available to them in public libraries. Also, they may not have the skills to ask for help when they need it; neighbours and friends can be valuable learning resources when students have the skills to gain access to their knowledge and skill.

Many of these learning events prove to be invaluable to youth as career exploration experiences and as learning events unto themselves. They can also be important assets for students seeking employment or seeking to gain entry into other formal learning situations.

Learning Beyond High School

Post-secondary Institutions

Some of the issues educators need to address when helping students prepare for post-secondary education include:

- types of credentials
- types of post-secondary institutions
- ways to get training
- types of programs
- gathering information about programs and institutions
- selecting a program and an institution
- following application procedures
- preparing a back-up plan
- financial assistance.

The following sections explain each in detail.

Types of Credentials

There are several types of credentials, depending on the length and type of program completed:

- **Certificate:** After a full-time program that lasts one year or less at a college, technical institute or vocational college.
- **Diploma:** After two years of full-time study at a college or technical institute.
- **Bachelor Degree:** After three or four years of full-time study at a university or accredited college.
- **Master Degree:** After a minimum of usually two years of full-time study as a graduate student at a university.
- **Doctoral Degree:** After a minimum of usually two to three years of full-time study and research at a university while registered as a graduate student.

Types of Post-secondary Institutions

A post-secondary institution is any institution or organization that offers educational programs to students who have previously left school or graduated from high school. In Alberta, there are several types of post-secondary institutions, as outlined in the booklet *It's About Time*.

- **Universities** offer degree and certificate programs in areas such as in liberal arts, fine arts, sciences, social sciences, and in specific career-related areas. In Alberta, the three traditional universities are located in Calgary, Edmonton and Lethbridge, while the central office of the distance learning university is in Athabasca.
- **Colleges** provide one-year certificate and two-year diploma programs, as well as university transfer programs. Some can grant bachelor degrees. Alberta has eleven public colleges, eight affiliated and degree-granting private colleges, and numerous private colleges that are not affiliated with any universities. (Note that the new name for Camrose Lutheran University College is Augustana University College.)
- **Technical Institutes,** such as Northern Alberta Institute of Technology (NAIT) and Southern Alberta Institute of Technology (SAIT), offer one-year certificate and two-year diploma programs, as well as apprenticeship and continuing education (evening and weekend) programs.

- **Alberta Vocational Colleges** offer upgrading programs that allow students to upgrade their education to high school graduation level and/or acquire job-related skills. The main colleges are located in Calgary, Edmonton, Lac La Biche and Lesser Slave Lake.

- **Schools of Fine Arts** specialize in art, music, drama and/or dance programs. Two such schools in Alberta, The Alberta College of Art and the Banff Centre for Continuing Education, provide year-round programs in the arts and management.
- **Private Vocational Schools** offer a variety of training programs for people 16 years of age and over, usually in a specific occupational area, such as drafting or hair design. For more information, contact the schools directly. A list of the private vocational schools is provided.

For more information on the names, locations, and phone numbers of universities, colleges, technical institutes, and schools of nursing, refer to *It's About Time*.

Ways to get Further Development

A person can expand his or her skills and knowledge in several ways including:

- full-time programs at universities, colleges and technical institutes
- part-time studies
- evening courses
- summer school
- distance education programs
- on-the-job training
- cooperative education programs.

Several institutions in Alberta offer cooperative education programs in various areas. Some institutions include:

- Grant MacEwan Community College
- Keyano College
- Mount Royal College
- Northern Alberta Institute of Technology

- Southern Alberta Institute of Technology
- University of Alberta
- University of Calgary
- University of Lethbridge.

Students may be paid for the work they perform, and spend anywhere from 30% to 50% of their academic study time working on the job.

In Alberta, apprenticeship programs combine on-the-job experience with classroom training for 48 trades. Individuals must first find employers who will hire them as apprentices. Individuals cannot apply to NAIT or SAIT for direct entry into an apprenticeship program. Refer to the Alberta Career Development and Employment brochure *A Journey to Success: Apprenticeship Opportunities* for a chart of the apprenticeship trades and a list of phone numbers to call for more information. The booklet *Alberta's Apprenticeship Programs* contains details about each of the 52 apprenticeship trades.

Types of Programs

Two useful resources offer general information about post-secondary programs of study available in Alberta. *Post-Secondary Education Programs* provides the name of every program available in Alberta, the name of the institution offering it, the length of the program, the credential received upon completion, and the minimum academic or personal requirements for admission to the program. This resource is produced biennially. *It's About Time* contains charts listing various programs offered by public, private and vocational colleges, technical institutes and universities in Alberta. It gives the length of each program and the type of credential that can be received. It is suggested that program offerings and requirements be confirmed with the registrar's office of the appropriate institutions to ensure that the information provided is still current. For additional information, consult the calendar of the institution.

Gathering Information about Programs and Institutions

It is important to have a wide selection of calendars from Alberta post-secondary institutions in your school. If the school is not already on a mailing list, call the institution for an ongoing supply of calendars and admission information. *It's About Time* provides the telephone numbers of the institutions. An excellent resource on programs offered by post-secondary institutions across Canada (with their admission requirements) is the *Spectrum Series* published by the Guidance Centre, Ontario Institute for Studies in Education in Toronto. The set is produced annually and costs about $50. It comes in four volumes representing different regions of Canada: Ontario, Atlantic, Western and Quebec. Two other sources of information on post-secondary programs are *National Guide to College and University Programs* and *Directory of Canadian Universities*. The calendars of post-secondary institutions provide information to the student on the following:

- programs offered
- length of programs
- credentials that can be obtained
- admission requirements
- application procedures
- cost of tuition, materials, books
- names of program heads, instructors
- course lists, course descriptions
- grading system
- student services (counselling, employment, library, health, residences, bookstore, athletics, etc.)
- student activities
- student conduct
- financial assistance.

As admission requirements may change after the calendars are printed each year, maintain contact with the liaison officer(s) at each post-secondary institution and make sure the school is on the mailing list for current information.

The **Educational Liaison Association of Alberta (ELAA)** promotes the post-secondary institutions and recruits students through the liaison officers, who will represent their institutions at career days. By arranging such an event at your school, you can expose students to valuable information for their educational planning. Each year, ELAA publishes a poster with application deadlines for Alberta post-secondary institutions. Display it in a prominent place for all students to see.

Your students should become aware of the transferability of courses. For the different Grade 12 Alberta courses required for admission to a post-secondary program, an equivalent exists in each province of Canada. For example, if a student passed English 12 in British Columbia, he or she would have the equivalent to English 30 in Alberta. The office of the Registrar at the University of Alberta publishes a chart called *Out-of-Province Equivalencies*. The transferability of courses between Alberta post-secondary institutions is outlined in the *Alberta Transfer Guide*. For example, you will notice that English 101 at Grant MacEwan Community College is equivalent to English 202 at the University of Calgary.

Pay careful attention to the academic requirement of the institution where your students are considering applying. These requirements are presented in different ways, depending on the institution. For example, they appear on the application form for NAIT and Concordia College. Grant MacEwan Community College mentions the academic requirements under each program in its calendar. The University of Alberta distributes a brochure called *Fertile Ground* that includes a chart with admission requirements. Educators may need to help students interpret the information that they read in calendars, admission guides, brochures and other print resources.

In addition to consulting print resources, encourage students to research the reputation of post-secondary educational programs by talking to several individuals in person. They can locate such people by calling the liaison office, alumni association and student organization at the institution to obtain names of graduates, senior students and potential employers who could share information about a particular program. The student can also arrange an information interview with the person in charge of the program in which he or she is interested. Students should prepare questions ahead of time to find out such information as:

- number of graduates who have found related employment
- percentage of graduates employed in their field within six months of graduation
- types of positions these graduates obtained
- value of credentials awarded
- courses that were presented well and those that should be avoided.

The Placement and Liaison Office at Northern Alberta Institute of Technology (NAIT) publishes an informative review of graduate placement and graduate profiles each year (e.g., *Graduate Placement Survey 1992* and *Graduate Profiles 1993*).

You may want to ensure that Grade 12 students review graduation requirements and entrance requirements for post-secondary institutions several times during the school year. This is a good time to announce open houses, orientation days and information sessions at the institutions. Inform Grade 12 students about such opportunities to gather information on an ongoing basis (e.g., intercom announcements and bulletin boards). In addition, display updated information on the labour market and potential employers in the career resource centre of the school. Promote participation in a buddy system, whereby a high school student spends a day attending classes with a post-secondary student. Also advise Grade 12 students of in-school seminars for filling out application forms for post-secondary institutions and for finding out about awards, scholarships and loans.

Selecting a Program and an Institution

Before students select a program or institution, encourage them to list the personal goal-related requirements the program must satisfy, in order of importance. Examples may include:

- must give knowledge and skills to achieve occupational goals
- must accommodate lifestyle priorities (e.g., allow time for favourite sport)

- must cost under $1800 per year.

The same procedure applies to selecting an institution. Some of the student's priorities might be:

- a small institution
- small classes
- close to home
- allow for transferability of courses.

The exercise on weighing the alternatives in *The Adult Back-To-School Book* can be helpful in comparing the advantages and disadvantages of each program the student is considering.

Following Application Procedures

As application procedures may change from one year to another, have students double-check the information at hand to make sure it is current. Supervise students on a one-on-one basis during the application procedures as errors or omissions can cost them months or years in delays in reaching their career goals. An important first step is reviewing the program's entrance requirements and the institution's application procedures with students so they understand what is required and the deadline for submitting this information. The following are examples of admission requirements:

- portfolios
- completion of application form
- submission of transcripts
- documentation regarding a medical examination
- evidence that the student has researched his or her occupational choice
- appraisal of skills
- résumé
- letters of reference
- interview
- audition.

The student must respect application deadlines. A timeline with the date by which each task should be completed is most useful to monitor students' progress. Be sure that a knowledgable person checks the completed application form for neatness and accuracy before the student submits it, along with the fee, to the registrar's office of the institution.

In Alberta, high school records or transcripts can be obtained in two ways:

- The student can complete a Transcript Request form and send it to:

  Information Services
  Alberta Education
  11160 Jasper Avenue
  Edmonton, Alberta
  T5K 0L2

- The student can apply in person by completing a Transcript Request form at:

  Student Records
  Alberta Eduction
  5th Floor, Harley Court Building
  10045 - 111 Street
  Edmonton, Alberta

For more information, call 427-5732. See Appendix E for a list of locations for obtaining transcripts outside of Alberta.

Preparing a Back-up Plan

Students may not be accepted to their first choice of program or to the educational institution they prefer because of highly competitive admission practices or enrolment limitations. In reality, admission standards within quota faculties are often much higher than those outlined in the calendars. To increase the likelihood of being accepted at one or another post-secondary institution, students should anticipate the worst and develop a realistic back-up plan. Some strategies students could consider include:

- Discover other ways of achieving his or her career goals

- Apply to several institutions offering similar programs or transfer programs
- Improve accessibility to post-secondaries by redoing courses to raise marks,[8] or take courses recommended for applicants to the program, and then reapply.
- Re-evaluate their career goals (e.g., look at their second choices or related careers).

It is important students identify reasons that they may not be accepted by institutions. Understanding this will enable them to prepare back-up plans that can help them deal with rejection in a positive way.

Financial Assistance

Many students need financial assistance to pay for tuition, books, supplies and living expenses while attending their post-secondary education programs. Teachers and counsellors should be familiar with sources of financial assistance and the application procedures and requirements for each of them. Students may need help developing financial plans in order to apply for financial assistance and stay within their means while attending school. Before applying for financial assistance, students should consider their savings from previous employment, funding by their parents and opportunities for summer or part-time work. They should also find out how much their year at school will cost.

Several forms of financial assistance exist. **Awards** are given to a student with no repayment required. For example, a prize and a scholarship are usually given on the basis of academic standing, whereas a **grant** normally is given to a student who has demonstrated financial need. The criteria for obtaining a **bursary** are the student's level of achievement and financial need. A **loan** consists of funds advanced to a student on the understanding that he or she will repay the money after graduation.

The sources of financial assistance are many and varied. The Alberta Students Finance Board is responsible for administering provincial and federal student aid programs such as loans, grants and part-time bursaries. In addition, it handles the Alexander Rutherford Scholarships for High School, whereby students who achieve an average of 80 per cent and over in five designated subjects currently receive $300 in Grade 10, $500 in Grade 11 and $700 in Grade 12. For information on the Alberta Heritage Scholarship Fund, call 427-8640 in Edmonton. Contact the Alberta Students Finance Board in Edmonton at 427-2740 or in Calgary at 297-6344 for copies of the information booklet *Scholarships and Awards*. This booklet lists the value, criteria and application deadlines for awards sponsored by the Government of Alberta as well as by business, industry and individuals in the private sector. These two offices also will mail out loan application forms and information booklets. Some federal departments fund students as well, for example Indian and Northern Affairs Canada. For more information consult Hot 100: A Quick Guide to Federal Programs and Services for Youth.

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[8] Note that this procedure often does not work.

A persistent student can find many other sources of financial assistance, such as:

- present and former employers
- clubs, societies and foundations
- religious organizations
- unions
- insurance companies
- alumni associations
- special interest groups
- professional associations.

Post-secondary institutions also offer their own awards in various fields of study. It is a good idea to encourage students to study the calendars and call the student awards offices of the institutions they plan to attend.

It can take up to 2½ months to process an application for financial assistance. Therefore, students should apply as early as possible. Student loan applications should be filled out with the student's parents (where applicable) and verified by an educator, as four out of 10 forms are returned because of incomplete information that can cause frustrating delays. The deadline for loan applications for September study is May 31.

Developing a financial plan for the time spent in school involves listing all the sources of regular monthly income, including the student's wages from summer and part-time employment and the parents' expected contribution. Then, the student evaluates his or her monthly living costs, such as room and board if living away from home, clothing, education expenses (tuition, books, supplies), gifts, memberships, transportation, entertainment and incidental expenses. If the student's total monthly expenses exceed his or her total monthly income, he or she should consider ways to reduce expenses. The student will have to find financial assistance for the remaining difference between expenses and income. Remind the student to be honest about the information declared on an application, as assistance is intended only to supplement student and family resources.

Learning Alternatives

A student's educational plan not only involves his or her selection of high school courses, but also helps shape his or her career direction upon leaving high school. Given that many high school students do not pursue formal education through post-secondary institutions immediately upon leaving school, alternate methods of obtaining the necessary skills and/or training must be addressed. The career-building process is the same for these students as for students whose career plans include attending post-secondary institutions.

Now let's track Sue, a student who has gone through the self-assessment process and has established an immediate goal of becoming an expert in the vending machine business. The next task is to find ways for Sue to achieve this goal.

Through research, Sue has discovered no formalized training programs geared specifically toward this career option. She has also discovered that there are specific skills and knowledge required to be successful in this area, including filling and rotating stock, cleaning and maintaining machines, collecting money, filling machines with proper coinage to facilitate the dispensing of correct change and doing on-site minor repairs.

Her research also indicates that to be skilled in rebuilding machines and conducting other shop work, she will need to be knowledgeable in basic electrical circuits and electronics. Other career paths may lead her into marketing or self-employment. What are her options? How will she achieve her goal? What must she consider in developing her current and future educational plan?

Alternate ways of pursuing learning include:

- **On-the-job Training**

  This is a process whereby an individual acquires knowledge and skills by working directly on the job site.

- **Mentorship**

  A mentor is someone who can coach and guide an individual to help him or her develop specific knowledge and skills. Mentorship allows the student to benefit from the mentor's experience and support.

- **Learning Contract**

  An individual may find an employer willing to enter into an agreement to provide the training that he or she desires. This contract would include guidelines regarding the type of training, specific timeframes and the responsibilities of both the student and the employer.

- **Informal Self-initiated Learning**

  By approaching acquaintances, students can arrange opportunities to learn specific skills. Examples include:

  - learning about roofing from a cousin
  - observing a friend's sister refinishing furniture
  - teaching a friend computer skills in exchange for guitar lessons.

This is only a small sampling of learning options. You are encouraged to think of other possibilities for learning and help students learn how to learn.

Now What?

Planning-to-learn is not a simple task, and you are not expected to become an expert in the process by reading this chapter. If we go back to the seven steps described earlier, however, you will see how you can play a significant role in helping students make informed decisions. The steps are repeated below and are followed by two case studies for you to analyze.

1. Frame the discussion in career-building terms.
2. Review the students' enduring visions.
3. Review the students' self-analyses.
4. Review any immediate goals the students may have set.
5. Help the students explore different learning options.
6. Help the students make learning choices.
7. Help the students develop back-up plans and support strategies.

Individual Case Study

1. Frame the discussion in career building terms.

Student: Ms Sabo, do you have a few minutes?

Ms Sabo: Sure, Rachel, what's up?

Student: My parents are on my case to decide on my Grade 12 courses. They want me to make some decisions about next year and the rest of my life. I don't even know how to begin.

Ms Sabo: That's a tall order! A good place to begin is with your dreams: What's your dream of your life in the future?

Student: What does that have to do with next year's courses?

Ms Sabo: Well, every decision you make potentially gets you closer to or farther away from your dream. Course selections are particularly important because they set the stage for work and other forms of learning.

Student: But I don't know what I want to be, so I don't know what my dream is.

Ms Sabo: You don't have to decide what you want to be in order to dream. In fact, you probably shouldn't decide what you want to be. It's probably more important to look at what kind of life you want to live and what you want to be doing. What you are going to be is going to change throughout your life anyway.

Student: Yeah, that's what the CALM teacher tried to tell us. I wish I could convince my parents, tho'! So you think the CALM teacher was right. That I should think about the future in terms of how I want to live and what I want to do?

2. ***Review the students' enduring visions.***

Ms Sabo: If you can create a dream for yourself that captures what's important to you and that fulfills your values, interests and beliefs, the dream can guide many of your decisions. Of course, you may never be able to live out all of your dream or vision, but you'll always be moving towards it.

Student: Well, I worked on my dream in CALM It's not very clear, but I see myself creating "events" you know? I love putting on parties, dinners, dances, and anything like that. I also want to have kids at some point. I love kids. I'm also really into outdoor stuff like cross-country skiing, walking in the woods, camping. I have to have that in my life.

Ms Sabo: It sounds like you've thought about this a lot. That's all I meant by having a dream. From a work perspective, it seems like there's a host of options available to you. There are all sorts of people who put on conferences, parties, weddings, training courses, workshops, meetings, exhibitions, displays, retreats and on and on. There probably isn't a sector of the economy that doesn't need people like that. Have you thought about sectors that might have opportunities for you?

Student: Sort of. The education and training sector could have lots of opportunities, setting up training courses, weekend retreats and that sort of thing. The entertainment sector, too, overlaps with the education and training sector in terms of things like museum displays, promotional parties, theatre events and the like.

Ms Sabo: Okay. Now have you thought at all about sectors that combine your outdoor interests with your event interests?

Student: That's a little trickier. The same sectors apply, but I think there will be fewer opportunities if I focus in on outdoor events.

Ms Sabo: You don't need to worry about opportunities in your dream. Your dream can include anything you want. For example, if you want to be involved in outdoor events, that's just fine. You may have to work your way towards that dream by doing other things, such as organizing training events, but you can always be moving toward it.

3. Review the students' self-analyses.

Ms Sabo: So, what sorts of things do you have in place that will move you toward your dream?

Student: Well, I'm head of the school's social committee and we've already put on a couple of dances and special events. I do really well in English, and I think writing is going to be important to reach my dream. My math isn't great, but I'm working at it.

4. Review any immediate goals the students may have set.

Ms Sabo:	You're already moving towards your vision—terrific! So have you picked any courses for next year, or is it all a blur?
Student:	All I'm sure about is that I'm taking English 30.

5. Help the students explore different learning options.

Ms Sabo:	Okay, now comes the tough part. What kind of research have you done in terms of the general education and experience one needs to create events?
Student:	Not much, I'm afraid. I really don't know where to start.
Ms Sabo:	Do you know anyone who does that sort of thing?
Student:	Not really.
Ms Sabo:	How about the people you contact when you're organizing a school dance?
Student:	Oh yeah! I work with a special events coordinator for the radio station.
Ms Sabo:	How about giving her a call, finding out her training and education background and getting a few more names from her?
Student:	Okay, but then what?
Ms Sabo:	After you've done that, you'll come back to me and we'll talk more. But you can't really finalize your course selections until you know what doors to keep open. Get on the phone and come back to me in a week or two.

Student: Okay.

6. Help the students make learning choices.

(. . . *two weeks later.*)

Student: Hi, Ms Sabo, I've done my research.

Ms Sabo: Great Rachel! Let's hear it.

Student: Well, I talked to a few people, and the key thing I found out is they all got there almost by accident. They all had their own speciality areas and ended up being events coordinators 'cause they were good at it. None of them had special events training. But they all had training in communications, marketing, public relations and that sort of thing. They said that places like NAIT and Grant MacEwan offer courses and programs in marketing and public relations, and I guess the University of Alberta has that sort of thing in their business faculty.

Ms Sabo: That's helpful. So what kind of choices can you make for next year that will keep the most of those doors open?

Student: Well, I'll stick with English 30 for sure. And, it seems these people use a lot of math, so I should probably take Math 30 even though it might kill me. I could get away with Math 33, but then it might be difficult to get into the Faculty of Business if I choose to. I'd like to take Journalism 35, too. It seems to be really important. And, I still have to check out the specific requirements for the programs at NAIT, Grant MacEwan and U of A, 'cause I may need to sign up for a business admin. course next year. And, I think I'll stick with phys. ed. next year because the outdoor stuff really appeals to me. Ultimately, I'd love to set up or work with an outdoor/wilderness centre that would combine social events with wilderness and sport events.

7. Help the students develop back-up plans and support strategies.

Ms Sabo: So, depending on further research, it seems like you have a lot figured out. You mentioned earlier that you found math difficult. Are you going to be able to handle Math 30?

Student: I don't know. It's going to be tough.

Ms Sabo: What will you do about it?

Student: Well, I guess I could get ready for it during the summer, or I could make sure I can get a tutor or, if worse comes to worse, I could move to Math 33.

Ms Sabo: Are you sure you can switch into Math 33 mid-stream?

Student: I'll have to check on that.

Ms Sabo: Do you feel comfortable about your decisions?

Student: I guess I still I have to check some things out, but at least I have a good sense of where I'm headed. Thanks.

Ms Sabo: Let me know if you get stuck.

Chapter 6 Summary

This chapter reviewed methods to:

- assist students with planning-to-learn
- identify learning options within high school
- identify learning options beside high school
- identify learning options beyond high school.

Chapter 6 Exercise

1. Complete the activities described in the section How do I Help with Planning-to-Learn? with one group and one individual. Write a summary of your impressions of the differences between working in a group setting and working one-to-one.

Chapter 6 Suggested Readings

Alberta High School Graduation Requirements (Alberta Education)

Guide to Education: Junior High School Handbook. Learning Resources Distributing Centre.

Guide to Education: Senior High School Handbook. Learning Resources Distributing Centre.

The Handbook for Non-Classroom Students. Free from Alberta Distance Learning Centre, 427-2766.

Notes

Notes

Postscript

So there it is. No big decisions, no grave errors, no "deciding what I'm going to be," no linear career planning; just five messages that come to life in varying forms:

- change is constant
- follow your heart
- focus on the journey
- stay learning
- be an ally.

We hope you remember these messages the next time you step into a classroom to teach; everything else in the book is merely a footnote to these messages. We also hope this book has removed pressure from you rather than added pressure on you. You need not feel responsible for making decisions for students. They need to do this for themselves. Nor do you have to be a career counsellor. What we have asked you to do throughout the book is primarily to be conscious of career development as you go about your day-to-day teaching activities. Certainly there are a number of activities we have asked you to do above and beyond your teaching duties, but for the most part the biggest impact you will have on students is connecting the subjects you teach with other subjects and the work dynamic. We think you can do this without adding to your workload. In fact, we believe that doing this will make your job easier because you will be adding what is currently called "authenticity": that is, meaning and relevance to the classroom. Both are desperately needed in a rapidly changing and often frightening world. So, we hope that students will be better prepared and have the requisite courses and competencies necessary to pursue their aspirations after high school.

Glossary

Glossary

This glossary contains a number of the key terms used throughout the guidebook. They are defined here in the manner in which they are used in the guidebook, which are not necessary universal definitions.

adaptability The abilities to positively adjust to a changing environment or to change the environment to meet one's needs. Adaptability requires meaning, competence and self-management.

beliefs Reasonably stable and pervasive conceptions about the self or the world.

career One's work-related experiences.

career building The process of actively managing and developing one's career.

career counselling Assisting individuals or small groups of individuals with the emotional, cognitive and behaviourial changes needed to actively manage their careers.

career development The process of a career unfolding *or* a field of study concerned with individuals relationships to work.

career-development practitioner An individual who assists individuals or organizations with career building initiatives through counselling, training, information, consulting or research.

career education An education in which career-building activities and awareness are central components.

competence Proficiency in a skill, knowledge or attitude. Forms one part of adaptability.

competency A specific skill, area of knowledge or attitude.

differentiation The process in which an individual makes distinctions about various aspects of the self and the world.

enduring vision An individual's dream of a future life and lifestyle. The enduring vision is often vague and broad, unlike specific goals.

immediate goal A specific, achievable and often measurable result desired by the individual, in a time frame spanning from a few hours to a few years.

integration The process by which various aspects of the self are put together in new, connected ways.

interests Activities that an individual enjoys.

job A specific set of duties performed for a specific employer.

labour market The context in which demand (employers who need work to be accomplished) and supply (individuals who wish to work) interact.

life-career All of one's experiences.

meaning The sense of purpose, satisfaction and fulfilment one experiences when one's values, beliefs and interests are fulfilled. Meaning forms a component of adaptability.

my world The individual's immediate environment as it is experienced by the individual. This environment usually includes the family and community.

occupation A set of related tasks that can be performed for a variety of employers.

self-analysis/re-analysis The process by which an individual comes to understand himself or herself.

self-management The ability to behave in a manner appropriate to a social/cultural environment. Self-management forms a component of adaptability.

self-management fluidity The ability to use different self-management characteristics in different environments.

the world Global social, cultural, economic and political activities.

values Features of life held to be most important to the individual.

vision A dream of the future (see *enduring vision*).

work Systematic and goal-directed activities that result in outcomes valued by the person working or by society.

work dynamic The context in which individuals or organizations acquire wealth specifically due to a set or sets of activities that they perform.

Appendices

Appendix A1

Annotated Print Resources

* The documents marked with an asterisk (*) are available free of charge from Information Development and Marketing Branch of Alberta Advanced Education and Career Development (422-1794). Call for a catalogue that describes each item.

* (*The*) *Adult Back-to-School Book*

Alberta Career Events. Learning Resources Distributing Centre.

Alberta Education Policy Manual. Learning Resources Distributing Centre.

Alberta High School Graduation Requirements. Alberta Education

* *Alberta Prospects: Your Guide to Career Planning in Alberta*

Alberta Transfer Guide. Free from Alberta Council on Admissions and Transfer. Telephone: 422-9021.

Alberta's Apprenticeship Programs. Free from Apprenticeship and Trade Certification. Telephone: 427-8517.

(*The*) *Anti-Flunk Book: How to Develop Effective Study Skills* by Craig M. Barrett. Guidance Centre

Becoming a Master Student by David B. Ellis. College Survival, Inc.

Buyers Guide. Learning Resources Distributing Centre.

Calendars from the post-secondary institutions. (See *It's About Time* for names of institutions, addresses and phone numbers.)

C.A.L.M. Down: A Teacher Resource Manual—Core Program. Learning Resources Distributing Centre.

C.A.L.M. Down: A Teacher's Survival Handbook for Effectively Teaching the C.A.L.M. Curriculum. The Centre for Career Development Innovation.

Canada Prospects: Canada's Guide to Training and Employment. Free from Canada Employment Centres for Career Information Directorate.

Canadian Classification and Dictionary of Occupations (*CCDO*). Canadian Government Publishing Centre.

Career Panels: An Alternative to Career Days by Janice Rae-Coles. Guidance Centre.

* *(The) Career Planner*

Core Speakers List. Free from Alberta Education Special Education Branch.

Creative Job Search Techniques. Canadian Government Publishing Centre.

(The) Damn Good Résumé Guide, Revised by Yana Parker. Guidance Centre.

Directory of Canadian Universities by Elizabeth M. Rice and Colleen A. LaPlante, editors. Association of Universities and Colleges of Canada, Ottawa.

Decision Decks (skills and values cards for career planning). Learning Resources Distributing Centre.

* *(The) Education and Training Planner*

* *Employability Handbook*

Employability Skills Profile: What Are Employers Looking For? by Maryann McLaughlin. Conference Board of Canada.

* *Entrepreneur: A Big Word For Small Business*

Entrepreneurship: A Primer for Canadians. Learning Resources Distributing Centre.

Fertile Ground. Free brochure from Office of the Registrar, University of Alberta. Telephone: 492-3113.

For the Kids in Your Life: A Career Building Guide. The Centre for Career Development Innovation. Telephone: 466-6633.

* *(The) Future Beat*

Get A Life! A Post-Secondary Guide for Aboriginal Students in Alberta. Canada Employment Centre.

Guidance Centre Resources Catalogue—for resources for guidance and career counsellors. Guidance Centre.

Guide to Education: Junior High School Handbook. Learning Resources Distributing Centre.

Guide to Education: Senior High School Handbook. Learning Resources Distributing Centre.

* *Guide to Setting Up a Career Resource Centre*

(The) Handbook for Non-Classroom Students. Free from Alberta Distance Learning Centre. Telephone: 427-2766.

Heart Beats: Creative Career Awareness. Supports Grade 9 Health and Personal Life Skills. The Centre for Career Development Innovation. Telephone: 466-6633.

Hot-100: A Quick Guide to Federal Programs and Services for Youth. Free from Public Enquiry Centre.

* *How to Research*

Integrated Occupational Information Manual Program Manual for Administrators, Counsellors and Teachers. Learning Resources Distributing Centre.

* *It's About Time*

Job Futures: An Occupational Outlook for Alberta. Canadian Government Publishing Centre.

Job Futures: An Occupational Outlook to 1995. Canadian Government Publishing Centre.

Job Search Information Guide. Learning Resources Distributing Centre.

* *Job Search: The Product is You.* Telephone 422-4752 for accompanying video with the same title.

* *Job Seeker's Handbook*

Job Shadowing: An Exploration of Career Options for Junior High Students. Learning Resources Distributing Centre.

(A) Journey to Success: Apprenticeship Opportunities. Free brochure from Apprenticeship and Trade Certification. Telephone: 427-8517.

* *Learning at Home: Distance Education in Alberta, Manitoba and Saskatchewan*

Learning Strategies and Examination Preparation. Learning Resources Distributing Centre.

List of Accredited Private Schools in Alberta. Learning Resources Distributing Centre.

Manual for Co-operative Work Study Programs by Bruce Barnes and Jim O'Connor, editors. Guidance Centre.

NAIT Graduate Placement Survey and Graduate Profiles 1993. Free from NAIT Placement and Liaison Services. Telephone: 471-8874.

National Guide to College and University Programs. Canadian Government Publishing Centre.

* *Occupational Profiles*

Organizing An Alberta Career Day. Learning Resources Distributing Centre.

Out-of-Province Equivalencies. Free chart from office of the Registrar, University of Alberta. Telephone: 492-3113.

* *Positive Works*

* *Post-Secondary Education Programs*

Private and Independent Colleges in Alberta. Free from Alberta Private Colleges Accreditation Board. Telephone: 427-2781.

Program of Studies for Junior High Schools. Learning Resources Distributing Centre.

RAP Information Package. Alberta Education Curriculum Branch. Telephone: 422-4872.

Resources for Special Education and Guidance and Counselling. Education Response Centre.

Scholarships and Awards. Free from Alberta Students Finance Board, Telephone 427-2740.

School Act. Queen's Printer. Telephone: 427-4952 in Edmonton and 297-6251 in Calgary.

Self-Assessment: A Guide for Alberta High School Students. Learning Resources Distributing Centre.

* *Self-Directed Career Planning Guide*

* *Skills Are Your Passport*

Spectrum Series. (Four volumes: Atlantic, Ontario, Quebec, Western). Guidance Centre.

Stepping Stones. Free from Alberta's Women's Secretariat. Telephone: 422-4927.

* *Teens and Careers*

Transition to Secondary Schooling: A Monograph of Ideas for Principals and Teachers. Learning and Resources Distributing Centre.

* *Understanding the Labour Market: A Handbook for Practitioners*

What Work Requires of Schools: A SCANS Report for America 2000 by United States Department of Labour, Secretary's Commission on Achieving Necessary Skills.

Work Experience Program Teacher Resource Manual. Learning Resources Distributing Centre.

* *Work of All-Sorts*

Appendix A2

Professional References

Journals/Newsletters

The Alberta Counselletter. ATA Guidance Council.

Canadian Vocational Journal. Telephone the Career Development Library or check at the nearest Labour Market Information Centre.

Career Development News. Telephone 422-1794 to be put on mailing list.

Guidance and Counselling. Guidance Centre

Journal of Career Planning and Employment. Telephone the Career Development Library at 422-4752

The Society for the Advancement and Promotion of Career Education (SPACE). Membership costs $25 per year (Box 68006, 70 Bonnie Doon Mall, Edmonton, Alberta T6C 4N6.)

Magazines

Check at your public library or nearest Labour Market Information Centre for the following magazines:

- *Albert Report*
- *Business Week*
- *Canadian Business*
- *Canadian Social Trends*
- *Career Options* (ACCIS)—distributed free on post-secondary campuses
- *Career World*
- *Entrepreneur*
- *The Futurist*
- *Report on Business Magazine*
- *Working Woman.*

Appendix A3

Additional Resources

Posters

Various posters are available free from Alberta Advanced Education and Career Development. Telephone 422-1794 for their catalogue.

Software

Job Futures—An on line version of the two volumes of Job Futures (see list of print resources) is available. Part 1 focuses on occupational outlook. Part 2 addresses the experience of recent graduates. (IVATION Data Systems Inc., $92.95)

Several assessment tools are also available, including:

- CHOICES (Learning Resources Distributing Centre)
- Discover (Nelson Canada)
- Life Choices Simulation Program (Learning Resources Distributing Centre)
- Track to the Future (Employment and Immigration Canada).

Videocassettes

* The videocassettes marked with an asterisk (*) may be borrowed from the Career Development Library in Edmonton. Telephone: 422-4752. For more video titles, consult their Video Catalogue.

ACCESS—Video dubs are available from ACCESS NETWORK for use by Alberta educators, on a cost recovery basis. Telephone 256-1100 (in Calgary) for their Audio/Visual Catalogue and for more information.

The following are suggested videocassettes. Refer also to the media resource catalogue published by your school jurisdiction.

Applied Communication. This series helps students apply their communication skills. Two deal with the workplace (*Communicating With Co-Workers*—22 minutes and *Communicating With Supervisors*—27 minutes). ACCESS Network.

* *By Chance or By Choice*—10 minutes. Covers discovery about self, discovery of occupations (CCDO), and the decision making process. ACCESS Network.

Career Planning for Special Needs: No Limits, No Boundaries—This series of seven 30-minute programs provides support and guidance for students with physical or mental handicaps, gifted students, natives, and female students faced with gender-role stereotyping. ACCESS Network.

* *Effective Answers to Interview Questions*—35 minutes Deals with open-minded questions that are difficult to answer.

* *The Entrepreneur*—23 minutes. Takes a fresh look at starting your own business as a viable career option. ACCESS Network.

Entrepreneurship for Canadians: The Spirit of Adventure—This series of six 30-minute programs deals with entrepreneurial character, process, opportunities, ideas, problems, and attitudes. ACCESS Network.

* *Explore Your Options*—23 minutes. Gets teenagers to explore career possibilities and to look beyond male and female stereotypes in the work force. ACCESS Network.

* *Get a Job*—11 minutes. This animated film shows a cartoon character suffering the trials and tribulations of job hunting.

* *Hands On*—13 minutes Explains the Alberta Apprenticeship Program and encourages training in the trades.

* *Here Today . . . Where Tomorrow?*—26 minutes. Docudrama designed to assist girls with career preparation, but which will interest and help students of both sexes.

I Want To Be An Engineer—28 minutes. Fosters a positive attitude toward women in traditionally male jobs. National Film Board.

* *Job Search: The Product is You*—25 minutes. Covers preparation for job search, resumé writing, and interview skills. A workbook accompanies the video.

- *Making It Work*—15 minutes. Dramatic vignettes show how attitudes affect jobs and relationships with co-workers. ACCESS Network.

- *Opening Doors: Keys to Career Planning*—series of nine, 15-minute programs. Deals with the basic concepts of career planning and job search, as well as some of the motivational and emotional aspects. See catalogue for list of nine videos. ACCESS Network.

  The Post Secondary Maze—59 minutes. Takes a look at the post-secondary system in Alberta and focuses on what a prospective student should do to establish goals, get in and get ahead. ACCESS Network.

- *U Choose*—13 minutes. Explains Career and Technology Studies to junior and high school students. Can be used with U Mag, a 24-page colour tabloid aimed at junior high students. (Alberta Education, Curriculum Branch. Telephone: 427-2984)

- *Video Career Library*—series of 16, 39-minute videos. Contains information on job duties, working conditions, job outlook, education, and training required for 154 occupations in 18 clusters. Telephone 422-4752 for a full listing under each cluster.

- *Zoptions: Focusing on Your Future*—12 minutes. Touches on the benefits of a high school education, women in non-traditional careers, and small business ventures.

Appendix B

Information Sources

Access Network
Media Resource Centre
295 Midpark Way S.E.
Calgary, Alberta
T2X 2A8
Telephone: 256-1100 (Calgary) or 1-800-352-8293 (outside Calgary)

Association of Universities and Colleges of Canada
Publications Department
151 Slater Street
Ottawa, Ontario
K1P 5N1

Canadian Government Publishing Centre
Supply and Services Canada
Ottawa, Ontario
K1A 0S9

Career Information Directorate
140 Promenade du Portage
Phase IV, Fifth Floor
Ottawa-Hull, Canada
K1A 0J9
Attention: Joanne Sobkow, Director

The Centre for Career Development Innovation
Concordia College
9359-67A Street
Edmonton, Alberta
T6B 1R7
Telephone: 466-6633

College Survival, Inc.
P.O. Box 8306
Rapid City, South Dakota
U.S.A. 57709

Conference Board of Canada
255 Smyth Road
Ottawa, Ontario
K1H 8M7
Telephone: (613) 526-3280
Fax: (613) 526-4857

Employment and Immigration Canada
9700 Jasper Avenue
Edmonton, Alberta
T5J 4B8
Telephone: 495-2280

Guidance Centre
The Ontario Institute for Studies in Education
712 Gordon Baker Road
Toronto, Ontario
M2H 3R7
Telephone: 1-800-668-6247

IVATION Data Systems Inc.
Suite 502
265 Carling Avenue
Ottawa, Ontario
K15 2E1
Telephone: (613) 563-3993

Learning Resources Distributing Centre
12360-142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427-2767

Milt Wright and Associates
9455 De Soto Avenue
Chatsworth, California
U.S.A. 91311

National Computer Systems
P.O. Box 1416
Minneapolis, Minnesota
U.S.A. 55440

Nelson Canada
1120 Birchmount Road
Scarborough, Ontario
M1K 5G4

The Psychological Corporation
55 Horner Avenue
Toronto, Ontario
M8Z 4X6

Public Enquiry Centre
Employment and Immigration Canada
Ottawa-Hull, Canada
K1A 0J9

Research Psychologists Press, Inc.
P.O. Box 392, Station A
London, Ontario
N6A 4K3

Special Education Branch
Alberta Education
6240-113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-6326
Attention: Coordinator of Guidance and Counselling

United States Department of Labour
Secretary's Commission on Achieving Necessary Skills
200 Constitution Avenue N.W.
Washington, District of Columbia
U.S.A. 20210

Appendix C

Labour Market Information
Sources and Products

In addition to commercial and media publications, there are three major sources of national and provincial labour market information. They are:

- governments (federal and provincial)
- employers
- non-profit organizations.

1. Government Sources

A. *Federal Government*

i. Statistics Canada

Statistics Canada is the federal government's statistical agency. It completes some 400 surveys annually for various clients, including governments and private organizations. It distributes the data from many of its studies in various formats, including publications, standard and special tabulations on computer print-outs, microfiche, microfilm and magnetic tapes.

The major Statistics Canada survey which provides detailed national labour market data is the Federal Census. Carried out every five years, the most recent Census occurred in 1991 and preliminary data now are available.

In addition to conducting an array of studies, Statistics Canada also publishes a quarterly journal called *Canadian Social Trends* that examines labour market trends and issues.

Further information on Statistic Canada's publications and services is available through toll-free numbers available by region.

Alberta and the Northwest Territories:	1-800-282-3907
Southern Alberta	1-800-472-9708

ii. Human Resources Development Canada

The department produces an annual employment outlook report called "Job Futures," which is compiled from their Canadian Occupational Projection System (COPS). COPS examines university and college fields of study and gives an overview of the labour market for a number of occupations.

Canada Employment Centres also collect labour market information from their surrounding locales. This information may be made available by individual centres through regular reports or by request to local career counselling services.

B. *Alberta Provincial Government*

i. **Alberta Advanced Education and Career Development**

The department publishes an variety of labour market information and career-related materials. Details on specific publications may be obtained by contacting:

Information Development and Marketing Branch
Alberta Advanced Education and Career Development
9th Floor, CityCentre Building
10155-102 Street
Edmonton, Alberta
T5J 4L5
Telephone: 422-1794
Fax: 422-0408

A number of reports produced by Alberta Advanced Education and Career Development may be useful to those interested in obtaining information on post-secondary programs. For further information on these reports, contact:

Communications Branch
Alberta Advanced Education and Career Development
7th Floor, CityCentre Building
Telephone: 422-4495
Fax: 422-5126

The Department runs a provincial Career Information Hotline offering information and referrals on a number of issues related to career planning, career counselling, educational programs, educational funding sources, occupational descriptions, job search tips (including résumé writing) and training program information. The Career Information Hotline may be contacted by phoning 422-4266 in Edmonton or Zenith 22140 elsewhere in Alberta.

The Department operates a number of Career Development Centres across the province which provide career counselling, program information, and labour market and career information services. Each Career Development Centre houses a Labour Market Information Centre containing books, magazines and videos on career planning, labour market information, and career development. To determine which Career Development Centre is closest to you, Telephone the Career Information Hotline in Edmonton or Zenith 22140 elsewhere in Alberta.

2. Employer-based Sources

Information related to employers or organizations can be obtained either through media publications or by talking to them directly. If the organization being targeted for labour market or career information is a large one, such as a national or multinational organization, try consulting a number of print sources beforehand:

- Company annual reports, stock reports, organizational charts, in-house newsletters, recruitment literature
- Blue Book of Canadian business-write-ups about the organization
- CMA Newsletter
- Financial Post Survey of Industrials
- Canadian Trade Index
- *Who's Who in Canadian Business/Finance*
- *Directory of Associations in Canada.*

In the case of small organizations (less than 20 employees), two important sources of information on small business to consult are:

The Canadian Organization of Small Business
#201, 10010–107A Avenue
Edmonton, Alberta
T5H 4H8
Telephone: 423-2672
Fax: 423-2751

The Canadian Federation of Independent Business
Suite 1840, 10123–99 Street
Edmonton, Alberta T5J 3H1
Telephone: 421-4253
Fax: 429-9619

3. Non-profit Organizations

Several non-profit organizations generate useful labour market information on a variety of different subjects, including key economic trends, changing employment practices or the impacts of technological change. These are:

The Canadian Labour Market and Productivity Centre
9, 116 rue Albert St.
Ottawa, Ontario
K1P 5G3

Informetrica
11th Floor, 130 Slater Street
Ottawa, Ontario
K1P 5G3

Appendix D

Researching Work Roles

Self-directed Career Planning Guide: Booklet Three—Exploring Options

This booklet contains exercises for researching occupations as well as profiles of people in six broad occupational areas.

Canadian Classification and Dictionary of Occupations (CCDO)

This is a classification systems that outlines 7000 jobs according to titles, descriptions and duties. Look in the index to find the seven-digit number for the occupation you want to research e.g., (Cook 6121-114) and then refer to the appropriate book or binder. The CCDO has been replaced by the National Occupational Classification System (NOC), which classifies about 500 occupational groups according to skill level.

Occupational Profiles

These are alphabetically arranged, updated sheets published by Alberta Advanced Education and Career Development. They outline responsibility, working conditions, qualifications, employment and advancement, salary, and other sources of information. An example is Aircraft Maintenance Engineer (CCDO 8582-110, NOC 7315).

CHOICES/Discover/PC Directions

CHOICES, Discover and PC Directions are computer-based programs designed to help students identify potential career paths. You can use them to obtain information about specific occupations and post-secondary institutions/programs.

Local Work Dynamic Information

Recent information about occupational fields requiring workers is available at the Labour Market Information Centre. Check with the nearest Career Development Centre. Other sources of information include public libraries and newspapers.

Job Futures: An Occupational Outlook for Alberta

This recent book provides information on employment opportunities in our province.

Information Gathering Interviews

One of the best sources of information about a job is someone actually working in the occupation that interests you. This involves phoning an employer and arranging a time when you can meet and discuss specific questions such as:

☐ How did you get into this work?

☐ What do you like most/least about your job?

☐ What skills are necessary in this job?

☐ What type of people do you work with?

☐ What do you do in a typical day?

☐ What is the job outlook in this area?

☐ What is the starting salary for this job?

☐ Where else can I find people in this type of work?

Job Shadowing

Parents can become involved in this activity by finding employers with whom students can spend a day. The student identifies the occupation of interest, prepares questions to ask the employer, asks his or her parents to sign the consent form and establishes the date and time with the employer. The student and the educator maintain contact throughout the process, which includes an evaluation of the experience, a letter of thanks to the employer and updating student records.

Volunteering

This is an excellent way of finding out whether one likes a particular job environment. Moreover, volunteer experience is looked upon favourably by employers and may even be required for admission into a post-secondary program (e.g., social work at Grant MacEwan Community College).

Work Experience/Cooperative Education

This is a more structured experience requiring a certain number of hours at the workplace as part of a course at school. Work experience/cooperative education, which is arranged by a teacher or counsellor, can give the student valuable insights about a job that interests him or her.

Career Information Hotline

Students can dial 422-4266 in the Edmonton area or call toll free from other centres by dialling zero and asking the operator for Zenith 22140. If access to the suggested sources of information is limited, this hotline is an alternative for obtaining specific information about occupations and education.

Career Events

Check *Alberta Career Events: A Planning Guide and Workbook for Counsellors and Teachers* for various activities for career events. The event can take the form of a career fair with speakers representing occupations in which students are interested; a career panel with speakers from a particular career cluster (e.g., a hospital) to provide first-hand experience. The **Stepping Stones** program, which operates in 23 selected Alberta centres, provides female speakers as role models for nontraditional occupations. Call the Alberta Women's Secretariat in Edmonton (422-4927) for more information. Students can obtain valuable information during a well-planned career event.

Each year, special events are held throughout Alberta during Canada Career Week, which occurs in the first week of November. Contact the nearest Career Development Centre for details.

Bonnyville	826-6142	Lethbridge	381-5380
Calgary	297-6457	Medicine Hat	529-3580
Edmonton	427-3722	Peace River	624-6211
Fort McMurray	743-7194	Red Deer	340-5151
Grande Prairie	538-5348	Slave Lake	849-7220
High Level	926-2661	Vermilion	853-8150
Hinton	865-8293		

Appendix E

Transcripts from Post-secondary Institutions

The following list indicates where to obtain transcripts outside Alberta. **Note that a student who attended high school in Ontario should contact their school for a transcript.**

Ministry of Education
Parliament Buildings
Victoria, British Columbia
V8V 2M4
Telephone: (604) 387-4611
Fax: (604) 356-2504

Department of Education
Legislative Building
Winnipeg, Manitoba
R3C 0V8
Telephone: (204) 945-2211
Fax: (204) 945-1792

Ministère De L'Éducation
Édifice de la Tour De La Chevrotière
1035, rue De La Chevrotière
Québec City, Québec
G1R 5A5
Telephone: (418) 643-7095

Department of Education
Box 578
Halifax, Nova Scotia
B3J 2S9
Telephone: (902) 424-5605
Fax: (902) 424-0519

Department of Education and
Advanced Education
2220 College Avenue
Regina, Saskatchewan
S4P 3V7
Telephone: (306) 787-6030
Fax: (306) 787-7392

Department of Education
P.O. Box 6000
Fredericton, New Brunswick
E3B 5H1
Telephone: (506) 453-3678
Fax: (506) 453-3325

Department of Education
Box 2000
Charlottetown, Prince Edward
Island
C1A 7N8
Telephone: (902) 368-4600
Fax: (902) 892-3420

Department of Education
Gov't of Newfoundland and Labrador
Confederation Building, West Block
Box 4750
St. John's, Newfoundland
A1C 5T7
Telephone: (709) 576-2990

Department of Education
Government of the Yukon Territory
P.O. Box 2703
Whitehorse, Yukon Territory
Y1A 2C6
Telephone: (403) 667-5811

Department of Education
P.O. Box 1320
Yellowknife, Northwest
Territories
X1A 2L9
Telephone: (403) 873-7529
Fax: (403) 873-0155

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"Teaching Students is What We're About"

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Everyday Career Development

DRAFTING
TOURISM
PHYSICS
ENGLISH
MATH

Facilitator Guide

Sp.Ed
Alberta Education
Special Education Branch

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For more information, contact:

Special Education Branch
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-6326
Fax: 422-2039

The primary intended audience for this document is:

• Administrators	
• Counsellors	✓
• General Audience	
• Parents	
• Students	
• Teachers	✓

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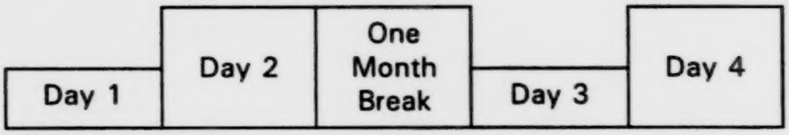
Introduction

Please do not read a word following this box before reading *Everyday Career Development: Concepts and Practices — A Guidebook for Secondary School Educators*!

You have read the *Everyday Career Development* guidebook, and are reassured that it contains virtually all the course content needed by participants. Your job as a facilitator is to bring this content to life through examples, activities, discussions and practice sessions. This *Facilitator's Guide* is designed to help you structure your course, provide you with some of the props that you need (e.g., transparency masters) and give you some tips regarding course delivery. The only hard and fast rule for delivery is:

There are no rules!

Please make this course your own so that it meets your styles and needs. Although the course is designed to be delivered over two 1½ day sessions, you may have to follow a different format. This will require some adaptability on your part.

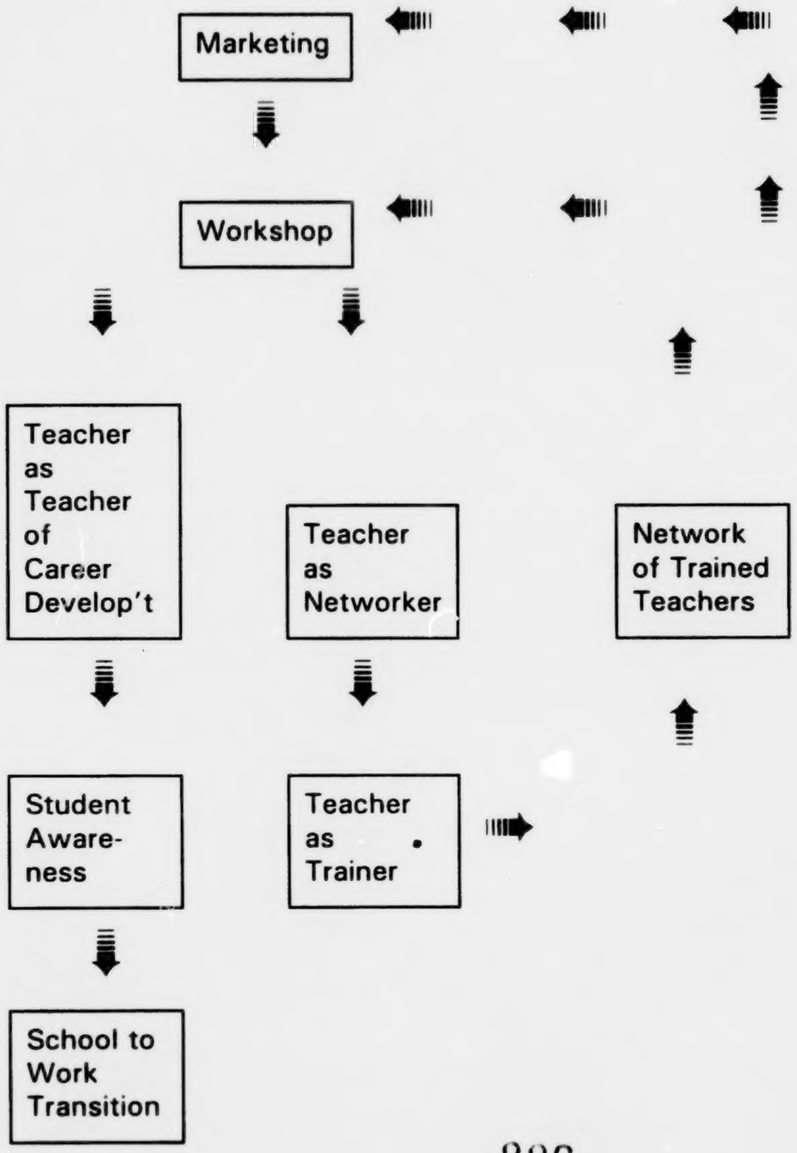


What follows is a description of delivery based on the results of a field test of the course in which there were two Friday/Saturday sessions held one month apart. Prereading of the Introduction, Chapter 1 and Chapter 2 is assumed in this delivery format.

A word of caution
Self-reflection activities are prominent in this course. Repeatedly remind participants that their students may be justifiably uncomfortable with reflecting on themselves in the presence of a teacher.

A Note About the Context

The ultimate goal of this course is for students to have smooth school-to-work and/or school-to-school transitions assisted through a large network of trained teachers who are infusing career development into their day-to-day teaching activities. You may want to be explicit with your participants regarding the strategy for course delivery and, if so, a simple flowchart is provided below to clarify your explanation.


Marketing
Workshop
Teacher as Teacher of Career Develop't
Teacher as Networker
Network of Trained Teachers
Student Awareness
Teacher as Trainer
School to Work Transition

The diagram begins with marketing the *Everyday Career Development* workshop as well as career-development concepts. This marketing leads to workshop delivery to secondary school teachers.

On the left side of the diagram, the workshop leads to workshop becoming teachers of career development, introducing the principles and practices into their schools. This leads to greater student awareness which, in turn, leads to smoother school-to-work transitions for students.

On the right side of the diagram, teachers leave the workshop "spreading the word" and acting as the teacher as networker. Some of these teachers will become the teacher as trainer, contributing to the network of trained teachers. Through this network, more marketing and workshop delivery will occur.

Course Agenda

Time	Activities
Day 1 **(Evening)** 6:00 p.m.	Welcoming Remarks Housekeeping details Introductions Course overview Expectations *Exercise: Case Studies—Learning Plans*
7:20 p.m.	Break
7:40 p.m.	The new economy The nature of the information age Work within the information age The Engines of the information age Implications for education *Exercise: Implications Brainstorming*
9:00 p.m.	End of day 1
Day 2 **(Full Day)** 9:00 a.m.	Career development today Change is constant *Exercise: Lifeline* Follow your heart *Exercise: If I Won a Million Dollars* Focus on the journey Stay learning Be an ally *Exercise: Networking* Everyday career development What am I trying to achieve? *Exercise: Adaptability Self-Review*
10:20 a.m.	Break
10:40 a.m.	Everyday career development (cont'd) The career building process *Exercise: Personal Career Building Review*
12:00 p.m.	Lunch

Time	Activities
1:00 p.m.	Everyday work dynamic analysis Connecting the classroom to the work dynamic *Exercise: Competency Links to the Work Dynamic* *Exercise: Role and Sector Identification* Monitoring/predicting work dynamic change *Exercise: News Analysis*
2:20 p.m.	Break
2:40 p.m.	Everyday work dynamic analysis (cont'd) Curriculum integration and the work dynamic *Exercise: Career Paths and "Heart"* Mid-course assignments
4:00 p.m.	End of day 2
	The length of the interval between the first session (Days 1 & 2) and the second session (Days 3 & 4) should be approximately four weeks.

Time	Activities
Day 3 **(Evening)** 6:00 p.m.	Debrief—everyday work dynamic analysis Homework presentations Review of implementation successes & problems Career building Helping with self-analysis/re-analysis *Exercise: Identifying Competencies in School Performance*
7:20 p.m.	Break
7:40 p.m.	Career building (cont'd) Helping with learning and experiences *Exercise: Role Profiling* Helping with enduring visions and the world *Exercise: Visioning*
9:00 p.m.	End of day 3
Day 4 **(Full Day)** 9:00 a.m.	Career building (cont'd) Helping with immediate goals and my world *Exercise: Questioning Role Play*
10:20 a.m.	Break
10:40 a.m.	Learning within, beside & beyond high school A planning-to-learn process Learning within high school *Exercise: Case Studies*
12:00 p.m.	Lunch
1:00 p.m.	Learning within, beside & beyond high school (cont'd) Learning within high school (cont'd)
2:20 p.m.	Break
2:40 p.m.	Learning within, beside & beyond high school (cont'd) Learning beside high school Learning beyond high school *Exercise: Teacher-student Role Play* Wrap-up
4:00 p.m.	Session ends

Setting Up

To get ready for delivery, follow the checklist below:

1. Do I have 10–24 participants registered? . . . . ☐
2. Have I booked training facilities large enough for break-out activities? . . . ☐
3. Have I arranged for an overhead projector and screen? . . . . ☐
4. Have I arranged for two flipcharts and a set of flipchart markers? . . . . . . ☐
5. Have I ordered refreshments? . . . . ☐
6. Have I ordered enough copies of *Everyday Career Development*? . . . . ☐
7. Have I prepared a course outline and reproduced sufficient copies? . . . . . ☐
8. Have I reproduced enough handouts, assignments and evaluation forms? . ☐
9. Have I made the transparencies I need? . . . . ☐
10. Have I ordered enough participant name tags? . . . . ☐
11. Have I ordered enough copies of *A Credit to Yourself, Alberta High School Graduation Requirements* and *Guide to Education: Senior High School Handbook*? . . . . . ☐

Day 1
Evening: Start-to-break

Topic

Orientation

Time

40 minutes

Purposes

The orientation is designed to help participants:

- feel comfortable in the learning environment
- begin to know each other
- understand the nature of the course content
- understand the course requirements.

Props

You will need:

- name tags
- course outlines
- course guidebooks
- Handout #1: Case Studies.

Activities

Welcoming/Housekeeping As participants enter the room, ensure they have name tags, outlines and guidebooks. Ask them to print their name on their name tags and make themselves comfortable.

Begin the session by:

- welcoming the participants
- introducing yourself
- ensuring each participant has a name tag, outline and guidebook

- reviewing housekeeping issues such as washroom locations, smoking rules and parking restrictions.

Activities Cont'd

Introductions Have each participant tell the group his or her:

- name
- work role (e.g., English teacher)
- school/organization
- reasons for enrolling in the course.

If your group is small or if you feel it is worth the time, you may wish to use a more energizing introductory exercise of your choosing.

Course Overview Follow the introductions with an overview of the course. Describe how the course moves from the general to the specific:

- overview of global trends, particularly economic trends (Chapter 1 in the guidebook)
- overview of career development as a field (Chapter 2 in the guidebook)
- overview of career development purposes and processes as they apply to secondary schools (Chapter 3 in the guidebook)
- methods for understanding the local and global work dynamics (Chapter 4 in the guidebook)
- methods for assisting students with career building (Chapter 5 in the guidebook)
- methods for assisting students with planning their learning (Chapter 6 in the guidebook).

Let the participants know that the course is designed for the classroom teacher wishing to infuse career development into day-to-day teaching activities. Counsellors, administrators and others, however, will benefit from the course and will be the mobilizers and champions of the ideas back in their schools.

Review the course outline with participants so that they know how the course is structured.

Expectations Let participants know about the between-session assignments and the post-session assignments. You do not need to say much about them at this point. Just let participants know that this is not simply an attendance-based course!

Activities Cont'd

Exercise: Case Studies—Learning Plans (40 min.) To get participants involved with the content of the course right away, case studies of students's planning-to-learn needs are used. The intent here is to start with the last part of the course, planning-to-learn (Chapter 6), and have participants recognize the difficulties associated with helping students in this regard.

The exercise is relatively straightforward:

1. Have participants form pairs.
2. Inform the pairs that they will be given case studies of students who require assistance to plan their learning. Their job is to design learning plans for the students described in the case studies.
3. Give each participant Handout #1.
4. Give each pair 20 minutes to work through the first two case studies (people who finish early can work on the third case study).
5. Debrief the exercise by having participants volunteer the difficulties they had with the task. Point out ways in which the course will address these difficulties.

Time for a break!
Remember—good coffee
and treats are the keys
to adult education.

Day 1

Evening: Break-to-end

Topic

The New Economy: Part I

Time

40 minutes

Purposes

Participants will:

- understand Canada's transition to the information age
- understand key features of the new economy
- understand the workforce requirements of the information age.

Props

You will need:

- Transparency #1: Key Features of the New Economy.

Activities

Canada's Transition to the Information Age Briefly review Canada's move from the agricultural era to the industrial era to the information age as described in the beginning of Chapter 1. Emphasize that Canada's economy remains dependent on all three eras, but that adaptations to the new economy may be necessary if Canada is to thrive.

Key Features of the New Economy Describe the key features of the new economy (globalization, technology, demographics, environment, and changing workplace), using Transparency #1 as your base.

Use examples that are relevant to your audience. For example, if your participants are primarily based in rural, agricultural settings, illustrate your talk with agricultural examples. Also, ask participants to provide relevant examples.

Activities Cont'd

Be prepared for numerous questions. If you have time, read the Beck and Cohen books recommended as suggested readings.

Topic

The New Economy: Part II

Time

40 minutes

Purposes

Participants will be able to:

- understand the engines of the New Economy
- understand the educational implications of moving into the information age.

Props

You will need:

- Transparency #2: "The Engines" of the New Economy.

Activities

"Engines" of the New Economy Using Transparency #2 as your basis, review Nuala Beck's analysis of the engines of the new economy as described in Chapter 2. Use examples relevant to your participant group.

Exercise: Implications for Education With 25 minutes remaining in the session:

- inform the participants that they will work in small groups to discuss the implications of the new economy on education
- ask the participants to brainstorm education in the future (say, 10-20 years) and record their ideas
- create several small groups of four to eight participants each to work on this task
- give participants 15 minutes to work in small groups. Walk around and provide any assistance necessary

Activities Cont'd

- with about 10 minutes left, have each small group report back to the large group for a general group discussion
- summarize the discussion and reinforce ideas about the new economy.

Day 2

Morning: Start-to-break

Topic

Career Development Today

Time

40 minutes

Purpose

Participants will be able to:

- understand five key career-development messages and the rationales for these messages in today's economy.

Props

You will need:

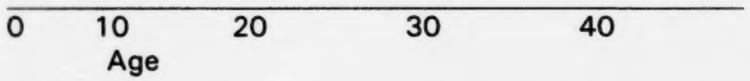
- Transparency #3: Five Key Career-Development Messages
- Transparency #4: Change is Constant
- Transparency #5: Change is Constant (cont'd)
- Transparency #6: Follow Your Heart
- Transparency #7: Focus on the Journey
- Transparency #8: Stay Learning
- Transparency #9: Be an Ally.

Activities

Five Key Career-Development Messages Using Transparencies #3 through #9 as your basis, review the five key career development messages as described in Chapter 2. Use examples relevant to your participant group. Have participants complete the following exercises after the appropriate topic.

Exercise: Change is Constant—Lifeline (5 min.) After describing the "Change is Constant" theme, have participants individually draw lifelines on a blank piece of paper, as in the following example:

Activities Cont'd



- ask participants to mark ages in which significant change occurred in their lives
- ask participants to identify the changes that were external (i.e., a change in their environment) and those that were internal (a change in themselves)
- inform participants that constant change is both environmental and personal. Students need to be reminded to keep track of changes in themselves as well as in the world

Exercise: Follow your Heart—If I Won a Million Dollars (5 min.) After describing the "Follow your Heart" theme, have participants discuss in pairs their plans if they were to win one million dollars today. Ask participants to talk with each other about whether they are currently following their heart, and why or why not.

Exercise: Be an Ally—Networking (5 min.) Ask the group to name a person (e.g., Wayne Gretzky, Pierre Trudeau, John Holland) and a rare work role (e.g., chicken sexer, belly dancer, hot air balloon designer). Once you have the name and the role on the board, go through the name and role and ask the group if anyone (a) knows the person or a person in the role or (b) knows someone who knows the person or a person in the role or (c) knows someone who knows someone who knows the person or a person in the role. Count how many phone calls it would take to reach the person directly (it usually takes only two to four). Point out the value of networking. Through it, virtually anyone can be reached quickly.

Topic

Everyday Career Development: What am I Trying to Achieve?

Time

40 minutes

Purposes

Participants will be able to:

- understand the everyday nature of career development in schools
- understand the components of adaptability: self-management, meaning and competence
- understand the role of education with respect to adaptability.

Props

You will need:

- Transparency #10: Adaptability Chart
- Handout #2: Adaptability Chart.

Activities

What am I Trying to Achieve? Introduce this session by briefly discussing the idea of infusing career development into day-to-day activities rather than treating career development as an activity that is separate from the rest of education. Let the group know that they are already strongly influencing students' career development. In this course, we help them do so consciously.

After this introduction, focus on adaptability as described in Chapter 3. Use Transparency #10 as your basis for discussion. This discussion should take about 20 minutes.

Exercise: Adaptability Self-study (20 min.) To help participants fully understand the components of adaptability, have them analyze their own adaptability. To do so:

- give participants Handout #2
- have the participants complete the exercise under the assumption that they have been laid off of teaching for one month and that they are now looking for other work (of their choosing)
- ask the participants to pair up and interview each other regarding adaptability
- have the participants record the results of the interview on Handout #1
- hold a discussion with the large group to debrief the activity (give at least five minutes for this discussion).

Day 2

Morning: Break-to-lunch

Topic

Everyday Career Development (cont'): The Career-building Process

Time

80 minutes

Purpose

Participants will be able to:

- understand the career-building process

Props

You will need:

- Transparency #11: Career-building Process.

Activities

The Career-building Process This lesson provides a conceptual overview to the career-building process described in Chapter 3. The application of this process is dealt with in a later lesson, so only an overview is required here.

Complete this session by describing each component identified in the career-building process. After each description, ask participants to take a few minutes to jot down personal examples of their own process in the last month. For example, after describing self-analysis/re-analysis, ask participants to write down things they have discovered about themselves in the last year or things they have learned in the last year. Participants may record items such as:

- I learned a new computer program
- I realized how I want to spend more time with my family.

Activities Cont'd

Ask for a few volunteers to describe their items after each component (take about 10–12 minutes/component in total).

Use the remaining time in this section to compare the career-building process to the traditional career-planning model (i.e., needs analysis, self-assessment, work exploration, decision-making, action planning). Emphasize that in the career-building process, decision making and planning are continuous.

Time for lunch!
If participants are new
to your area, let them know
about good nearby
restaurants.

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Day 2

Afternoon: Lunch-to-break

Topic

Everyday Work Dynamic Analysis: Connecting the Classroom to the Work Dynamic

Time

50 minutes

Purposes

Participants will be able to:

- understand the characteristics of the work dynamic
- identify work-dynamic sectors in their communities
- link competencies they teach to the work dynamic.

Props

You will need:

- flipchart paper and markers for three groups.

Activities

Connecting the Classroom to the Work Dynamic This section introduces participants to the nature of the work dynamic and provides them with techniques to link their classroom activities with the work dynamic. Your discussion follows Chapter 4 closely (from the beginning to "I Thought You Said Change is Constant"). As you reach each activity described in the book, have participants practice using the exercises described below. To structure the exercises, form the following groups:

- math/science and related subjects
- social studies and related subjects
- English and related subjects.

Activities Cont'd

Have participants self-select into each group. They do not have to be experts in any area, nor do they have to be currently teaching in one of the areas. They simply need to be in a group in which they feel comfortable with the content. Participants will stay in these groups for the remainder of the day.

Exercise: What does this have to do with Anything? This exercise is actually a series of five mini-exercises that take, on average, about 10 minutes each. The five activities are listed and described in the "What does this have to do with Anything?" section of Chapter 4. Your job as a facilitator is to briefly describe each of the five steps and coordinate the groups as they try out each step. Then, have them return to the large group for a debrief of each step. For each step, give about a two minute description, seven minutes for group work and about two minutes to debrief. These are tight timelines—if it simply is not going quickly enough, don't force it. The next lesson can be condensed.

Topic

Everyday Work Dynamic Analysis: Monitoring/Predicting Work Dynamic Change

Time

30 minutes

Purpose

Participants will be able to:

- recognize and predict work dynamic trends.

Props

You will need:

- copies of a current (preferably, the same day) newspaper article that are relevant to the work dynamic for each participant
- copies of the "Monitoring/Predicting Work Dynamic Change" worksheets from Chapter 4 for each participant.

Activities

Monitoring/Predicting Work Dynamic Change This section is primarily experiential, affording considerable practice opportunity for participants. Briefly discuss the "I Thought You Said Change is Constant" section with the participants (about five minutes), and then guide them through the following exercise. To structure the exercise, create groups of three from the same geographic area who will work together to analyze a newspaper article. Distribute the articles to each participant that you selected from the morning's newspaper (or the day before, if you're a late riser).

Activities Cont'd

Exercise: News Analysis Have each group analyze the article by completing the "Monitoring/Predicting Work Dynamic Change" worksheet in Chapter 4. Give them about 15-20 minutes and walk around to help each group.

Debrief the exercise by taking the last 10 minutes to have volunteers share their analyses and by leading a large group discussion about the issues and difficulties of analyzing the work dynamic. Emphasize that this whole process is more a way of looking at things than it is a new set of activities.

Day 2

Afternoon: Break-to-end

Topic

Everyday Work Dynamic Analysis: Curriculum Integration and the Work Dynamic

Time

60 minutes

Purpose

Participants will be able to:

- understand the relationships between various curriculum areas and the work dynamic.

Props

You will need:

- flipchart paper and markers for each participant group.

Activities

Curriculum Integration and the Work Dynamic As with the previous section, this section is primarily experiential, affording considerable practice opportunity for participants. Briefly discuss the "What about Focus on the Journey?" section with participants (about 10 minutes), and then guide them through the exercise described in the section. Use the same groups that created the sector sketches earlier in the day. Give the groups about 20 minutes to do their work, and debrief with a general discussion about career paths, the heart, and knowledge, skills, and attitudes. Use this time to summarize the two days, as well.

Topic

Mid-course Assignments

Time

20 minutes

Purpose

Participants will be able to:

- understand the requirements of their mid-course assignments.

Props

You will need:

- no special material.

Activities

Mid-Course Assignments This section involves describing the assignments that participants are expected to complete between this session and the next (see the sample course agenda for the assignment list). Simply review each assignment with the group and address any issues or concerns that arise. Point out to participants that all assignments go toward course accreditation. Also, point out that the first part of the morning of Day 3 is devoted to debriefing the assignments.

Day 3
Evening: Start-to-break

Topic

Debrief—Everyday Work Dynamic Analysis

Time

30 minutes

Purpose

Participants will be able to:

- share successes and problems they had with the homework assignments.

Props

You will need:

- no special materials.

Activities

Homework Presentations The purpose of this activity is to afford participants the opportunity to share the ways in which they implemented the ideas from the first two training days. In doing so, you and participants may be able to offer help to individuals who ran into implementation problems.

Ask participants to volunteer to describe the results of their homework assignments. Focus on those assignments that involved students. Make sure to ask for presentations of activities that went well and those that did not. Take some time to hold discussions around any problem areas.

Topic

Career Building: Helping with Self-analysis/Re-analysis

Time

50 minutes

Purpose

Participants will be able to:

- implement strategies for helping students with self-analysis/re-analysis.

Props

You will need:

- Transparency #11 — The Career-building Process.

Activities

Helping with Self-analysis/Re-analysis In this section, participants are provided with a specific strategy for helping students self-analyze and are given the opportunity to practise this strategy. To begin this section, show Transparency #11 and briefly review the career-building process. Then, discuss "Helping with Self-analysis/Re-analysis" as described in the beginning of Chapter 5. Inform participants that a number of activities are described in the guidebook, only a few of which will be practised in the course.

Exercise: Identifying Competencies in School Performance (about 25 min.) Briefly review activity #2 in the section "Helping with Self-analysis/Re-analysis." Then:

- ask participants to form pairs
- ask participants to analyze a recent assignment they have given their students as per activity #2, and share this analysis with their partners
- in the large group, debrief the exercise by having volunteers discuss their efforts.

Day 3
Evening: Break-to-end

Topic

Career Building (cont'd): Helping with Learning and Experiences

Time

60 minutes

Purpose

Participants will be able to:

- implement strategies for helping students with learning and experiences.

Props

You will need:

- Transparency #11 - Career-building Process.

Activities

Helping with Learning and Experiences Begin this section by reviewing the "Helping with Learning and Experiences" in Chapter 5. Point out that you will deal with the "learning" component in detail on the following day. For now, focus on "experiences" and have the participants try the following exercise.

Exercise: Role Profiling (45 min.) A method for profiling a role is described in the Chapter 5 section, "Encouraging diverging career building experiences." Have participants try this activity:

- have participants form pairs
- inform participants that they will profile each other as per Chapter 5 on a role they have performed in the past (e.g., a hobby, a summer job)

Activities Cont'd

- inform participants they have about 20 minutes per person to complete their profiles
- debrief the exercise by holding a brief discussion about the activity with participants.

Topic

Career Building (cont'd): Helping with Enduring Visions and The World

Time

20 minutes

Purpose

Participants will be able to:

- implement strategies for helping students with their enduring visions and the world.

Props

You will need:

- Transparency #11 - Career-Building Process.

Activities

Helping with Enduring Visions and The World Begin this section by reviewing "Helping with Enduring Visions and the 'The World'" in Chapter 5. Take about 5-10 minutes for this description, then move to the following exercise.

Exercise: Visioning (10-15 min.) A group visioning exercise is described in the Chapter 5 section, "Helping with Enduring Visions and "The World". Take participants through this exercise as if they were secondary students. Debrief the exercise with a brief discussion.

Day 4

Morning: Start-to-break

Topic

Career Building (cont'd): Helping with Immediate Goals and My World

Time

80 minutes

Purpose

Participants will be able to:

- implement strategies for helping students with immediate goals and my world.

Props

You will need:

- Transparency #11 - Career-building Process.

Activities

Helping with Immediate Goals and My World Begin this section by reviewing the "Helping with Immediate Goals and My World" in Chapter 5. Follow this with a demonstration of the questioning process described in that section. Ask for a volunteer from the group to play along with you, using a current decision in his or her life. Having demonstrated the process, ask participants to practise amongst themselves.

Exercise: Questioning Role-play (50 min.) Have participants practise the questioning process you demonstrated with the volunteer. Pair up participants and have them interview each other using current decisions relevant in their lives. Have the pairs interview each other twice, once each under the following conditions:

- using the questioning process described in the book
- using the questioning process described in the book supplemented by their own, more general, questioning process.

Day 4

Morning: Break-to-lunch

Topic

Learning Within, Beside and Beyond High School: A Planning-to-learn Process

Time

30 minutes

Purpose

Participants will be able to:

- implement a general planning-to-learn process.

Props

You will need:

- no special materials.

Activities

A Planning-to-learn Process From this point on, the course shifts to helping students plan their learning within a career-development context. Introduce this section by reviewing the ideas described at the beginning of Chapter 6.

Follow the introduction to the section with a description of the general planning-to-learn process described in the "How do I Help with Planning-to-Learn?" section of Chapter 6. Inform participants they will be practising this process later in the day.

Topic

Learning Within, Beside and Beyond High School (cont'd): Learning Within High School

Time

50 minutes

Purpose

Participants will be able to:

- identify learning options within high school.

Props

You will need:

- copies of *A Credit to Yourself*, *Alberta High School Graduation Requirements* and *Guide to Education: Senior High School Handbook* for each participant.

Activities

Learning Within High School In this and the following sections, participants will learn primarily through trying the general planning-to-learn process with a variety of case studies, followed by questions. This means you will need to be quite familiar with the educational requirements they will ask about.

Exercise: Ask participants to pair up and once again turn to the case studies within Handout #1. Have the pairs complete the tasks requested of them in Case Studies #1 and #2. Tell them they can use Chapter 6 and the *Guide to Education: Senior High School Handbook* as resources. Finally, inform them that you will hold a question-and-answer process after lunch.

Day 4

Afternoon: Lunch-to-break

Topic

Learning Within, Beside and Beyond High School (cont'd): Learning Within High School (cont'd)

Time

80 minutes

Purpose

Participants will be able to:

- identify learning options within high school.

Props

You will need:

- no special materials.

Activities

Learning Within High School (cont'd) Continue the pre-lunch session by asking for questions based on the case studies. Be prepared to discuss any information relevant to high-school-learning choices. However, feel free to use the expertise within the group to answer questions.

If you do not receive specific questions about the following programs, make sure to take time to discuss them (educators often overlook these when looking at learning options):

- IOP
- RAP
- CTS
- IB/AP.

Day 4

Afternoon: Break-to-end

Topic

Learning Within, Beside and Beyond High School (cont'd): Learning Beside High School

Time

15 minutes

Purpose

Participants will be able to:

- identify learning options beside high school.

Props

You will need:

- no special materials.

Activities

Learning Beside High School In this section, you have only time to briefly describe learning options beside high school and stress the importance of these in the planning-to-learn process.

Topic

Learning Within, Beside and Beyond High School (cont'd): Learning Beyond High School

Time

45 minutes

Purpose

Participants will be able to:

- identify learning options beyond high school.

Props

You will need:

- no special materials.

Activities

Learning Beyond High School Once again, have participants pair up, refer to Handout #1 and complete Case Study #3. Follow this with a question-and-answer period as described in the "Learning Within High School" lesson.

Topic

Learning Within, Beside and Beyond High School (cont'd): Wrap-up

Time

15 minutes

Purpose

Participants will be able to:

- complete their assignments
- evaluate the workshop.

Props

You will need:

- a copy of the Assignment Sheet for each participant
- an evaluation form for each participant.

Activities

Assignments (5 min.) Use the course assignments as a way of summarizing the course. Quickly review each assignment on the Assignment Sheet and describe the linkages between the assignments and course topics.

Evaluation (10 min.) Finish the course by distributing the evaluation forms to participants, reminding them to not put their names on the form, and letting them know where to put their forms when they are done. Then, leave the room so that no one feels uncomfortable filling out the form honestly.

Timing Optional

Topic

Implementation Strategies

Time

15–45 minutes

Purpose

Participants will be able to:

- recognize ways to implement the practices suggested in the course within their schools.

Props

You will need:

- no special materials.

Activities

Implementation Strategies The field test of this course indicated that participants' main concern leaving the course was their ability to implement course ideas when they returned to their schools. Those who were the sole representatives of their schools were worried about being isolated, and those who attended the course with school colleagues were worried that they would all assign the same tasks to students.

To alleviate these concerns, use this section when participants begin expressing their worries (you will have to adjust your schedule somewhat, but it's worth it to address this at or near the "teachable moment.")

Depending on how much time you can devote to the topic, you can do one or both of the following:

Activities Cont'd

1. Describe implementation strategies.
2. Hold group discussions around implementation strategies.

If you choose to do only the former, take 10 minutes to describe the following elements that need to be in place if a school is to support everyday career development. After each point, ask the participants to generate ways to establish the necessary element within a school.

1. **Common goal** The school community must want to have career development integrated into day-to-day school activities if implementation is going to be successful. One teacher going it alone is not likely to be very successful. A common goal is a start toward unity of action.

2. **Common knowledge** A common goal is terrific, but common knowledge is needed to move toward the goal. Participants will likely need to be involved in educating members of the school community regarding career development.

3. **Collaboration** With a common goal and common knowledge in place, participants will need to know that school community members are willing to collaborate on career development activities rather than each person going it alone. This requires communication and cooperation.

4. **Strength in Numbers** People can agree on a common goal, have common knowledge, and agree to collaborate, but not necessarily act. More than one person is needed to implement career development school-wide, and commitment is needed from others to make implementation effective.

5. **Administrational Support** Most school initiatives eventually die if they are not supported by the administration. Participants will need to market the concepts to administration if they wish career development to occur everyday.

Activities Cont'd

If you also choose to do #2 with participants, simply have them break into groups after your talk and generate strategies useful to their groups. You may want to suggest two types of groups:

- individuals who are the sole representatives of their school
- groups who all come from one school.

For example, you may have four individuals from a school who could form a group that would generate specific strategies. Beside them could be a group formed from six individuals from separate schools, each looking for ways to start the process alone.

Debrief the discussion by having groups share their findings. If no group mentions it (although one almost certainly will), you may wish to suggest using existing teacher advisor systems to implement day-to-day career development. In this way, the problem of having several teachers assign the same tasks to students will be alleviated. You may also want to raise a project approach to initiating everyday career development and generate a discussion around this.

Sample Course Outline

Everyday Career Development

Course Outline

Instructors: Dave Redekopp
Director of Program Development, Centre for Career Development Innovation
Telephone: 466-6633; Fax: 466-9394

Barrie Day
Executive Director, Centre for Career Development Innovation
Telephone: 466-6633; Fax: 466-9394

Description: Career development activities have typically been conducted separately from day-to-day school activities. Limited school resources combined with students' needs for an integrated educational approach have created a need to combine career development with other school activities. This is the aim of *Everyday Career Development*, a course for secondary school classroom teachers, counsellors, work experience coordinators and administrators. Primarily targeted to everyday classroom teachers, the course is designed to assist educators to infuse career development into their day-to-day teaching activities. Moving from a broad view of social and economic changes, the course examines modern career development, career development aims of schools, work dynamic analysis, career building activities for students, and planning-to-learn strategies and information for students.

Everyday Career Development combines theory and practice in such a way that participants will not feel overwhelmed with yet another "thing to do" added to their duties. In fact, the strategies included in the course largely require a consciousness of career development rather than an entirely new set of duties for teachers to perform. Homework is assigned after both weekend sessions to enable educators to implement and get feedback on these strategies.

Course Manual: Redekopp, D.E., Fiske, L., Lemon, F., & Garber-Conrad, B. (1994). *Everyday Career Development: Concepts and Practices — A Guidebook for Secondary School Educators*. Edmonton, AB: Alberta Education.

Agenda:

Time	Activities
Friday, **Feb. 11** 6:00 p.m.	Welcoming remarks Housekeeping details Introductions Course overview Expectations *Exercise: Case Studies—Learning Plans*
7:20 p.m.	Break
7:40 a.m.	The New Economy The nature of the information age Work within the information age The Engines of the information age Implications for education *Exercise: Implications Brainstorming*
9:00 p.m.	End of Day 1
Saturday, **Feb. 12** 9:00 a.m.	Career Development Today Change is constant *Exercise: Lifeline* Follow your heart *Exercise: If I Won a Million Dollars* Focus on the journey Stay learning Be an ally *Exercise: Networking* Everyday career development What am I trying to achieve? *Exercise: Adaptability Self–review*
10:20 a.m.	Break
10:40 a.m.	Everyday career development (cont'd) The career–building process *Exercise: Personal Career Building Review*
12:00 p.m.	Lunch

Time	Activities
1:00 p.m.	Everyday work dynamic analysis Connecting the classroom to the work dynamic *Exercise: Competency Links to the Work Dynamic* *Exercise: Role and Sector Identification* Monitoring/predicting work dynamic change *Exercise: News Analysis*
2:20 p.m.	Break
2:40 p.m.	Everyday work dynamic Aaalysis (cont'd) Curriculum integration and the work dynamic *Exercise: Career Paths and "Heart"* Mid-course assignments
4:00 p.m.	End of day 2
	The length of the interval between the first session (Days 1 & 2) and the second session (Days 3 & 4) should be approximately four weeks.

Time	Activities
Friday, Mar. 11 6:00 p.m.	Debrief—everyday work dynamic analysis Homework presentations Review of implementation successes & problems Career-building Helping with self-analysis/re-analysis *Exercise: Identifying Competencies in School Performance*
7:20 p.m.	Break
7:40 p.m.	Career-building (cont'd) Helping with learning and experiences *Exercise: Role Profiling* Helping with enduring visions and the world *Exercise: Visioning*
9:00 p.m.	End of day 3
Saturday, Mar. 12 9:00 a.m.	Career-building (cont'd) Helping with immediate goals and my world *Exercise: Questioning Role Play*
10:20 a.m.	Break
10:40 a.m.	Learning within, beside & beyond high school A planning-to-learn process Learning within high school *Exercise: Case Studies*
12:00 p.m.	Lunch
1:00 p.m.	Learning within, beside & beyond high school (cont'd) Learning within high school (cont'd)
2:20 p.m.	Break
2:40 p.m.	Learning within, beside & beyond high school (cont'd) Learning beside high school Learning beyond high school *Exercise: Teacher-student Role Play* Wrap-up
4:00 p.m.	Session ends

Assignments: The assignments for this course are described at the end of each chapter. To receive accreditation for this course, **all** end-of-chapter assignments must be completed and submitted to:

Dave Redekopp
Director of Program Development
Centre for Career Development Innovation
9359 67A Street
Edmonton, Alberta
T6B 1R7

Assignments will be marked on a mastery/non-mastery basis. Assignments that do not receive a mastery designation will be returned for improvements and re-submission.

Participants have until March 12, 1995 (i.e., one year) to complete the assignments.

Transparency Masters

Transparency #1
Key Features of the New Economy

Globalization

Technology

Demographics

Environment

Changing Workplace

Transparency #2
The Engines of the New Economy
(Nuala Beck)

Computers and Semiconductors

semiconductors
computer equipment and software
information services

Health and Medical

medical care and diagnostics
pharmaceuticals
surgical/medical instruments

Communications & Telecommunications

telecommunications services
guided missiles and space equipment
radio & microwave communications
entertainment industry

Instrumentation

optical instruments and lenses
engineering and scientific equipment
process controls
environmental consulting and equipment

Transparency #3
Five Key Career Development Messages

Δ Change is constant Δ

♡ Follow your heart ♡

☼ Focus on the journey ☼

? Stay learning ?

⌂ Be an Ally ⌂

Transparency #4
Change is Constant

- Δ The future ain't what it used to be

- Δ We are moving into the information age

- Δ We cannot define the labour market

- Δ Goal–setting needs to be re–visited

Transparency #5
Change is Constant (cont'd)

- Δ We need to spot & create opportunities
- Δ We need to manage risk
- Δ We need to be adaptable
- Δ We need to recognize personal/world change

Transparency #6
Follow Your Heart

♡ The heart needs to be clarified: values, beliefs, interests

♡ We need to learn to dream; create visions

♡ We need creativity to fulfil our visions

♡ We do not need to impose reality on youth

Transparency #7
Focus on the Journey

- Every decision is a career decision

- Goals need to be flexible

- We need to understand our assets

- We need to look at our own transferability

Transparency #8
Stay Learning

? Constant change means constant learning

? Constant learning does not mean constant schooling

? We need to take responsibility for our own learning

Transparency #9
Be an Ally

- We are all already connected to the labour market

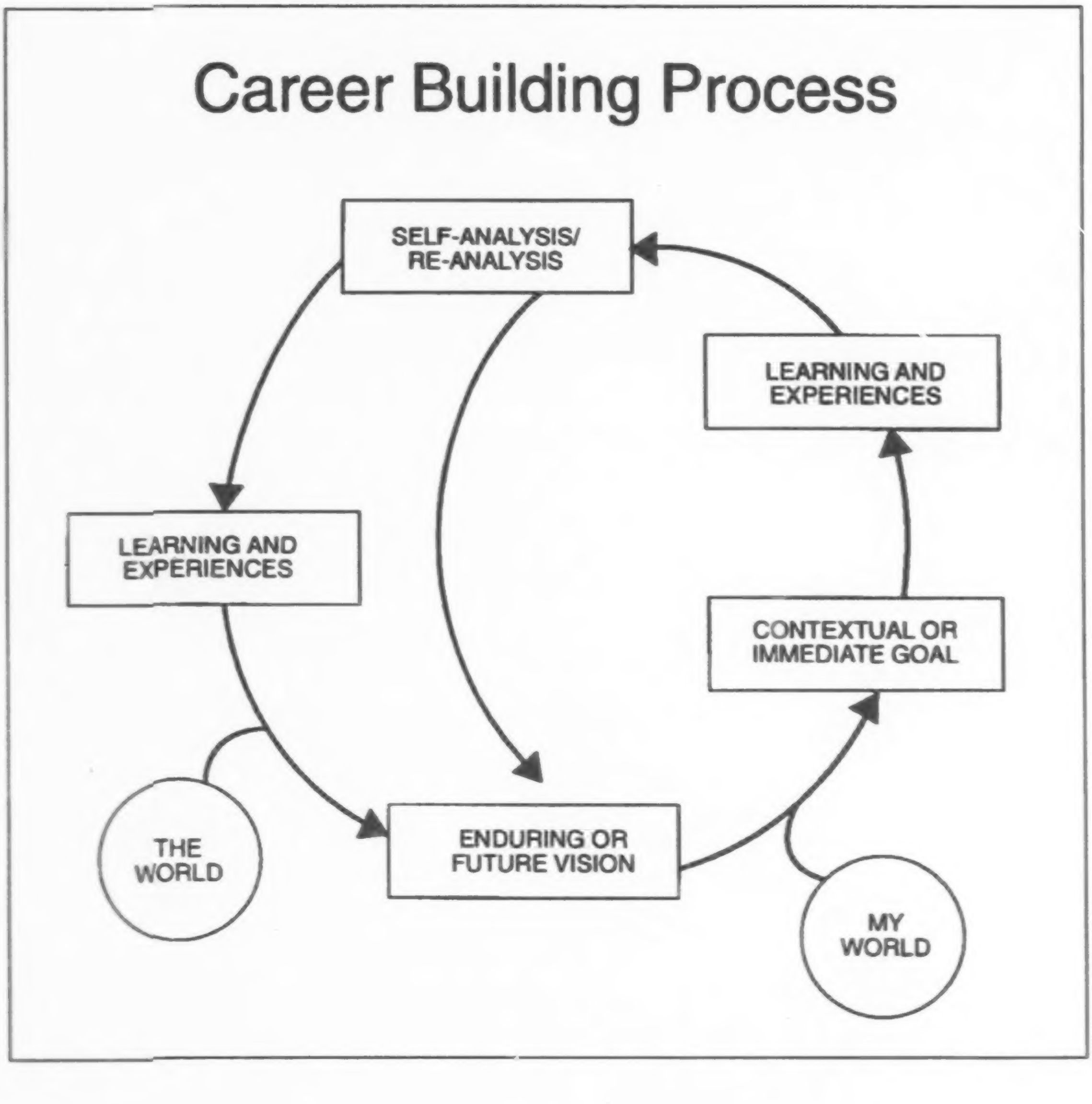
- We learn as much from people in our lives as we do from educators

Transparency #10
Adaptability Chart

Components of Adaptability		
Adaptability Component	Immediate Perspective	Enduring Perspective
Self-management		
Meaning		
Competence		

Transparency #11
Career-Building Process

Figure 1: The Career-Building Model


Career Building Process
SELF-ANALYSIS/ RE-ANALYSIS
LEARNING AND EXPERIENCES
LEARNING AND EXPERIENCES
CONTEXTUAL OR IMMEDIATE GOAL
ENDURING OR FUTURE VISION
THE WORLD
MY WORLD

Handout Masters

Handout #1
Case Studies

Case Study 1

Erika is currently in Grade 9 and would like to come to your school to take your senior high program. Although she is an above-average student, she knows she is going to have to work part-time during the day (when she is old enough) to support her mother, who is single. This might necessitate some modification to her school day. Erika's dream is to someday go on to university and work in a scientific field. She's worried, however, that she won't be able to keep her science marks up. Erika and her mom have approached you regarding the possibility of establishing an educational plan that may take an extra semester. In this way, she will be able to optimize her post-secondary options and maintain above-average marks, especially in the sciences.

Prepare a three-year plus learning plan to accommodate Erika's needs.

Handout #1
Case Studies (cont'd)

Case Study 2

Peter is a below-average Grade 10 student who contends he really doesn't like school and feels that further formal schooling beyond Grade 11 is not important to him. He is currently enrolled in the Math 13 route. He is also very interested in the computer and electrical fields. Peter's parents have approached you, their son's faculty advisor, to voice their concerns about their son's future. They request your assistance in counselling their son. Given the extensive work experience program in your school, design a plan that will optimize Peter's choices if he chooses to leave school early, and at the same time, perhaps provide some meaning in his learning so his marks will improve.

Handout #1
Case Studies (cont'd)

Case Study 3

Examine the transcript summary below. If you could turn back the clock for the student, what issues would you address to ensure this student had skills for direct job entry? Devise an educational plan that would enable this student to gain some skills to enter the job market. List possible courses for all three years of high school.

Course Name	Final Mark
English 13	50
Social Studies 10	54
Mathematics 14 (was 15)	68
Science 11	65
Physical Ed 10	65
Computer Processing 10	58
Business Education 10	59
Typewriting 10	45
Food Studies 10	65
Industrial Education 10A	69
Work Experience 15	85
English 23	66
Mathematics 24 (was 25)	73
Career & Life Mgmt 20	75
Law 20	45
Physical Ed 20	86
Industrial Education 20A	80
Work Experience 25	85
English 33	64
International Politics 30	52
Cult & Phy Anthro 30	57
World History 30	55
Macro-Economics 30	58
Work Experience 35	85

General High School Diploma Granted

Handout #2
Adaptability Chart

Components of Adaptability		
Adaptability Component	Immediate Perspective	Enduring Perspective
Self-management		
Meaning		
Competence		

Everyday Career Development
Mid-course Assignment Sheet

Between this session and the next, please complete the following exercises described at the end of chapters in the guidebook:

Chapter 1
    #1a or #1b, and
    #3

Chapter 2
    #5

Chapter 3
    Any two of the four exercises

Chapter 4
    #1 or #2, and
    #3.

Please bring these assignments to the next session and, if you wish, be prepared to share the results of your assignments.

All of the above assignments contribute to course accreditation. Feel free to turn them in next session or wait until you have completed all the assignments before turning them in.

Everyday Career Development
Course Assignment Sheet

To obtain accreditation in *Everyday Career Development*, please complete the following exercises described at the end of chapters in the guidebook:

Chapter 1
  #1a or #1b, and
  #3

Chapter 2
  #5

Chapter 3
  Any two the four exercises

Chapter 4
  #1 or #2, and
  #3

Chapter 5
  Any three of the four exercises

Chapter 6
  #1.

Please send your assignment package to your instructor. The assignments will be marked and returned to you either with a mastery designation or with suggestions for improvement.

As soon as you receive accreditation for the course, this information will be passed on to the ATA and the Canadian Guidance and Counselling Foundation.

You have up to one year to complete the assignments.

Everyday Career Development
Training and Guidebook Evaluation

Please complete the following survey and return it to your instructor. Do not put your name on this form.

Workshop Feedback

I found the workshop to be. . .

very useful ☐ useful ☐ not very useful ☐ not at all useful ☐

I am leaving the workshop feeling ________________ about my ability to implement the ideas presented in the workshop.

not at all confident ☐ not very confident ☐ confident ☐ very confident ☐

I found the content of the training to be. . .

very relevant ☐ relevant ☐ not very relevant ☐ not at all relevant ☐

I found the trainer(s) to be __________ in terms of meeting my needs.

very adaptable ☐ adaptable ☐ not very adaptable ☐ not at all adaptable ☐

I found the content to be delivered. . .

very clearly ☐ clearly ☐ not very clearly ☐ not at all clearly ☐

I feel the theory/practice ratio of the workshop was. . .

far too theory-oriented ☐ too theory-oriented ☐ just right ☐

too practice-oriented ☐ far too practice-oriented ☐

I feel the amount of time we had within the workshop was. . .

far too much ☐ too much ☐ just right ☐ too little ☐ far too little ☐

I found the homework assignments between the two workshop sessions to be. . .

very useful ☐ useful ☐ not very useful ☐ not at all useful ☐

Overall, I rate the workshop as. . .

excellent ☐ good ☐ average ☐ poor ☐ very poor ☐

The three things I liked best about the workshop were:

The three things I liked least about the workshop were:

I have the following comments on the workshop (please provide reasons for any checklist items that you rated as unsatisfactory):

Guidebook Feedback

I found the guidebook to be. . .

very useful ☐ useful ☐ not very useful ☐ not at all useful ☐

I found the content of the guidebook to be. . .

very relevant ☐ relevant ☐ not very relevant ☐ not at all relevant ☐

I found the guidebook to be. . .

very readable ☐ readable ☐ not very readable ☐ not at all readable ☐

I found the guidebook to be. . .

very interesting ☐ interesting ☐ not very interesting ☐ not at all interesting ☐

I feel the theory/practice ratio of the guidebook was. . .

far too theory-oriented ☐ too theory-oriented ☐ just right ☐
too practice-oriented ☐ far too practice-oriented ☐

I feel the amount of material within the guidebook is. . .

far too much ☐ too much ☐ just right ☐ too little ☐ far too little ☐

I found the exercises at the end of each chapter to be. . .

very useful ☐ useful ☐ not very useful ☐ not at all useful ☐

Overall, I rate the guidebook as. . .

excellent ☐ good ☐ average ☐ poor ☐ very poor ☐

The three things I liked best about the guidebook were:

____

____

____

____

____

____

The three things I liked least about the guidebook were:

I have the following additional comments on the guidebook:

Thank you for completing this form!

Marking Tips

Marking Tips

As mentioned in the introduction, *Everyday Career Development* is a competency-based course, not an attendance-based course. Participants need to complete the required assignments if they wish to receive course accreditation. You have a considerable amount of discretion in choosing to assign mastery to each assignment. This section attempts to provide guidelines to follow, but it does not provide specific or objective evaluation criteria. When marking assignments, ask yourself:

> *Does this participant's assignment indicate that the participant has reached the learning objective(s) the assignment measures?*

What follows, is an assignment-by-assignment description of what you are looking for.

Chapter 1: #1a and #1b

Participants show through both of these assignments that they understand Canada's transition to the information age, and they show this understanding through an analysis of their own community. The marking criterion is solely that participants understand the differences between agricultural, industrial and information economies.

Chapter 1: #3

Through this assignment, participants demonstrate their understanding of the workforce requirements of the information age by linking their curriculum to the needs of the information economy. Participants who relate (positively and negatively) their curriculum to the following characteristics, or to competencies that appear to be required by the engines of the information age should receive mastery:

- responsible for their own actions
- self-motivated
- adaptable
- service-oriented
- capable of communicating
- skilled; knowledgable (both specialized and general)
- entrepreneurial.

Chapter 2: #5

This one is easy to mark — if a participant completes the assignment, the participant receives "mastery"!

Chapter 3: #1

This assignment will produce varied results. As with the previous assignment, if the participant completes it, he or she receives "mastery."

Chapter 3: #2

The criterion of this assignment is the participant's ability to accurately categorize student behaviour according to the components of adaptability. Look for appropriate distinctions between immediate and enduring perspectives and between self-management, meaning, and competence. Allow for one or two miscategorizations before having the participant repeat the assignment. Otherwise, "mastery" is achieved by appropriate categorization.

Chapter 3: #3

Marking this assignment requires a considerable amount of subjective judgment. Look for the participant:

- drawing specific parallels between general education and career education
- recognizing instances in which it appears that general education is different from career education
- describing his or her understanding of both types of education.

Chapter 3: #4

Here, the marking criterion is an understanding of Day's career building model and its components. Look for examples that appropriately illustrate each component of the model.

Chapter 4: #1, #2 or #3

For each of these assignments, completion is the key criterion! Unless participants have obviously gone awry or misunderstood, assign "mastery" to completed assignments.

Chapter 5: #1, #2, #3 or #4

As with the Chapter 4 assignments, completion of each assignment is the main criterion for mastery. Again, watch for obvious misunderstandings or misinterpretations.

Chapter 6: #1

As with Chapter 4 and 5 assignments, assign mastery to completed assignments unless major misunderstandings are noted.

Any assignments that do not receive a mastery designation should be returned to participants with explanations of the requirements for mastery. In theory, participants should be given an infinite number of chances to rework their assignments (at least within the one year timeframe).

Please keep careful and confidential records of participants and the assignments they have mastered. Fax or mail updates of participants' marks to:

Bryan Hiebert
President
Canadian Guidance and Counselling Foundation
202 411 Roosevelt Avenue
Ottawa, Ontario
K2A 3X9

Fax: (613) 729-3515

Note: When returning assignments to participants, mark envelopes "Personal & Confidential," especially when returning them to work addresses.

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